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A Vocabulary Course: An Experiment in Teaching Vocabulary as a Separate Course in High School

Olga C. Petersen

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A VOCABULARY COURSE

AN EXPERIMENT IN TEACHING VOCABULARY
AS A SEPARATE COURSE IN HIGH SCHOOL

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BY

OLGA C. PETERSEN
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CHIEFTAIN BOND
SUBMITTED AS A PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE MASTER OF ARTS DEGREE

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1937

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This thesis, presented by Olga C. Petersen in partial fulfilment of the requirements for the degree of Master of Arts, is hereby approved by the committee of instruction in charge of the work.

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This is to express thanks and appreciation to the members of my committee, to Dr. F. W. Babblitz for his generous help in interpreting the tests and, in particular, to Dean Breitwieser for his continued assistance and friendly counsel.

Olga Petersen

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INTRODUCTION

This brief course in word study has been prepared and taught to a section of an English IV class for two purposes: First, it has met a long-felt need for organized study of words encountered every day by the students and second, it has served as an experiment to show the feasibility of taking word study out of the realm of incident and uncertainty and giving it a definite place in the curriculum.

Thorndike said in 1931,

"The conscientious and thoughtful teacher now spends much time and thought in deciding what pedagogical treatment to use in the case of the words that offer difficulty to pupils."¹

No incidental treatment of words however well done can meet the needs of students of such wide range of abilities and experience as are now found in our high school classes. Many children in our North Dakota schools come from homes where a foreign language is spoken, or where very limited English is used. Scarcity of reading and lack of social contacts tend to limit vocabularies. Such words as protestant, monopoly, civilian, diplomat, radical, chronic, and maximum have been found to be incomprehensible to some high school students as words of a foreign language although they occur again and again in their textbooks.

¹ Thorndike, Edward L., 1931, Teacher's Word Book of Twenty Thousand Words, Introduction vi.

On the whole, vocabulary, which is the very backbone of all the work done in our high schools, is barely touched upon in our courses of study. English textbooks devote not more than one chapter to all phases of word study. It may be true that ideally words should be taught when and where the need arises but until a definite plan is followed and until our teachers recognize vocabulary as a separate course which demands specialized treatment, the teaching of words will be inadequate.

Many investigators believe that vocabulary is the most important structural element affecting comprehension in reading. Gerlach expresses his conviction when he states,

"The larger a man's vocabulary, the greater the number of his specific ideas. He who has an immense vocabulary not only has a great number of specific ideas, but also has the possibilities of an enormous number of combinations of words--that is, combinations of ideas."¹

Johnson O'Connor, director of The Human Engineering Laboratories at Stevens Institute of Technology, made this statement,

"An extensive knowledge of the exact meanings of English words accompanies outstanding success in this country more often than any other single characteristic which The Human Engineering Laboratories have been able to isolate and measure."²

Grismer reports on the written vocabularies of one hundred college freshmen that,

"Generally speaking the student with the highest number of stem words receives the highest grade."³

¹ Gerlach, Fred M., 1917, Vocabulary Studies, Introduction, p. 7.

² O'Connor, Johnson, Vocabulary and Success, Atlantic Monthly, February, 1934, p. 100.

³ Grismer, F. A., Vocabulary and Grade, English Journal, (Coll. Ed.) January, 1933, p. 58.

Assuming then, that the word is an essential tool, we are justified in making the acquisition of vocabulary a definite part of the school program. It should be a conscious process. Not only should the pupil be encouraged to enlarge his vocabulary but he should know about the history and mechanism of words and should strive to use them with precision and grace. The student cognizant of the inherent power of words and aware of their importance in his school and social life can and will devote a part of his time to them with pleasure and profit.

Now is a propitious time to introduce word study. The radio has given publicity to speech. Movies introduce words to a public that would never be reached through literature. Vocabularies now have a dollar and cents appeal and need not be stressed for their cultural value only. They are discussed by columnists, by radio commentators, by editors, by clubs, and by people in the street. They have become the basis for contests and puzzles. The country is becoming word conscious.

CHAPTER II

THE PROBLEM

A variety of lessons in vocabulary were prepared and taught to a class of nineteen high school seniors who composed one of the two sections of English IV in the training school of the Minot State Teachers College. Approximately one-half of the time devoted to English during one semester was used to introduce word study. The other section of nineteen was taught the regular composition course as outlined in the North Dakota Course of Study.

Words were selected entirely on the basis of immediate utility and interest. The following sources presented more problem words than it was possible to include in the study:

1. Lists compiled by the teacher anticipating assignments in textbooks in courses such as history, geography, literature, and present day problems.
2. Words contributed by students and compiled by the teacher. These were problem words from their studies or elsewhere.
3. Word lists from textbooks in English.
4. Vocabulary tests and words found in college entrance tests.
5. Words incidentally brought in through association with words in compilations.
6. Roots, prefixes, and suffixes and families of words.
7. Classified lists such as words borrowed from the various countries, etc.

The experiment was set up to determine whether vocabulary study so organized and incorporated into the course of study will

enable students to do their school work with greater facility and increase their comprehension to such an extent that it can be indicated in tests. Should the nineteen students in this experimental group profit enough by their vocabulary study to show general improvement in class grades and tests over the students in the other group, it would be a fair basis for assuming that such a course should be a part of the curriculum throughout the four years of high school.

Tests and Grades

The following tests were administered and scored according to instructions:

1. Otis Self-Administering Tests of Mental Ability for Intermediate and Higher Examinations. Form A.
2. Sones-Harry High School Achievement Test. Form A.
3. Breitwieser Vocabulary Test.
4. Average Class Grades¹.

Delimitation

The objective in teaching this course in word study was to increase the meaning concepts of the students. Only words of general interest occurring within their experience and of importance for immediate use were included. No attempt was made to teach the spelling of the words and pronunciation was included

¹ The grades made by each student in high school were averaged for comparison with grades made during this experiment. In the training school there are different teachers for each class and different supervisors for each subject so that grades submitted are not affected by the judgment of any one person.

only incidentally.

It was not possible to devote more than two or three periods of forty minutes each week to the study. For a semester that would be approximately eight weeks of work.

Purpose

The specific purpose of this experiment was to discover if teaching vocabulary separately as an independent tool subject is a solution to the problem created by inadequate vocabularies in our high schools.

CHAPTER III

HISTORY OF WORDS

English is a fusion of many tongues. Into it are woven words from every language in the world. Because the English are the world's greatest travelers and colonizers they have been influenced by the world without. They have also been subjected to manifold influences from within through political revolutions and through invasions of other peoples. It may well be said, "The majority of words in the English tongue are not English."¹

The following historical events contributed to the development of the English vocabulary:

Germanic Invasion - Began First Century

Romans - Fifth Century

Augustine and his missionary monks - Seventh Century

Danes - Eighth Century

Norman-French Invasion - Eleventh Century

Revival of Learning - Sixteenth Century

The discovery of America in 1492 gave an impetus to navigation in England and brought their sailors and travelers to all parts of the world. With the establishment of commerce began an enrichment of English through additions of words from foreign languages. While all languages borrow words English differs from most in having greater inclination to adopt foreign words and in using them in their original form.

¹ Meiklejohn, J. M. D., 1889, The English Language, p. 203.

"The assimilation power of the English is not less remarkable than the complexity of its sources."¹

Both borrowed and coined words are a never-ending source of interest for they tell us many things. Jespersen says,

"Loan-words have been called the milestones of philology, because in a great many instances they permit us to fix approximately the dates of linguistic changes. But they might with just as much right be termed some of the milestones of general history, because they show us the course of civilization and the wanderings of inventions and institutions, and in many cases give us valuable information as to the inner life of nations when dry annals tell us nothing but the dates of the deaths of kings and bishops."²

Many words taken over from other languages and others developed within our own language are in themselves extremely interesting from many points of view.

"Our words have come to us from sources and in ways that will prove most surprising to anyone who has not before discovered the delights of tracing words back to their origins. Some of them have lived for thousands of years and have played their parts in many lands and many civilizations. They may record ancient superstitions. They may be monuments to customs dating back to classical ancestors shrouded in the mists of ancient history. Words that you use today may have been the slang of Roman soldiers twenty centuries ago or the lingo of a Malay savage. They may have been used by an Athenian poet or by an Anglo-Saxon farmer. Thousands of our words are, in themselves, miniatures from the history of humanity--glimpses of episodes in the growth of civilization, pictures of life in a dim past."³

Throughout all its borrowing and changes the English language

1 Greenough and Kitzbridge, 1922, Words and Their Ways in English Speech, p. 147.

2. Jespersen, Otto, 1923, Growth and Structure of the English Language, p. 29.

3 Picturesque Word Origins, Introduction.

has had stability, simplicity, and flexibility. Valuable as are the Latin and Greek contributions to our language it is basically English. The borrowed words have not affected the structure of our speech since they are largely names for particular things.

A list of loan words such as follows, beginning page eleven, give us some idea of the extent of borrowed words in our language. We see how the words we use every day reflect the history and the commercial life of our country and how their absorption has given our language variety and color.¹

The "Interesting Origins Of English Words", beginning on page sixteen, are samples of the interesting sources of English words as well as the changes through which they go. An understanding of sources leads to interest in words and to understanding of the abbreviated information found in dictionaries.²

New words, such as are listed on page eighteen, are of interest and value for their own sake and as a basis for individual lists of new words derived from reading, radio, and other sources.³

1-2-3 These word lists were duplicated and given to the students. They gave variety and motivation to the study of the problem words.

English Words	
Latin Words (including Norman-French, which are also Latin)	
Greek Words	Italian, Spanish, Portuguese, Dutch, Hebrew, Arabic, Hindustani, Persian, Malay, American.

Figure 1.- "Diagram of the English Language", enlarged from diagram in
 Meiklejohn, J. M. D., 1889, The English Language, p. 204.

Some Foreign Contributions to Our Language

"Spanish Words.--The words we have received from the Spanish language are not numerous, but they are important. In addition to the ill-fated word armada, we have the Spanish for Mr., which is Don (from Lat. dominus, a lord), with its feminine Duenna. They gave us also alligator, which is our English way of writing el lagarto, the lizard. They also presented us with a large number of words that end in o--such as buffalo, cargo, desperado, guano, indigo, mosquito, mulatto, negro, potato, tornado, and others. The following is a tolerably full list:--

Alligator	Cork	Galleon (a ship)	Mulatto
Armada	Creole	Grandee	Negro
Barricade	Desperado	Grenade	Octoroon
Battledore	Don	Guerilla	Quadroon
Bravado	Duenna	Indigo	Renegade
Buffalo	Eldorado	Jennet	Savannah
Cargo	Embargo	Matador	Sherry (= Xeres)
Cigar	Filibuster	Merino	Tornado
Cochineal	Flotilla	Mosquito	Vanilla

"Italian Words.--Italian literature has been read and cultivated in England since the time of Chaucer--since the fourteenth century; and the arts and artists of Italy have for many centuries exerted a great deal of influence on those of England. Hence it is that we owe to the Italian language a large number of words. These relate to poetry, such as canto, sonnet, stanza; to music, as pianoforte, opera, oratorio, soprano, alto, contralto; to architecture and sculpture, as portico, piazza, cupola, torso; and to painting, as studio, fresco (an open-air painting), and others. The following is a complete list:--

Alarm	Canto	Curvet	Lagoon
Alert	Caprice	Dilettante	Lava
Alto	Caricature	Ditto	Lazaretto
Arcade	Carnival	Doge	Macaroni
Balcony	Cartoon	Domino	Madonna
Balustrade	Cascade	Extravaganza	Madrigal
Bandit	Cavalcade	Fiasco	Malaria
Bankrupt	Charlatan	Folio	Manifesto
Bravo	Citadel	Fresco	Motto
Brigade	Colonnade	Gazette	Moustache
Brigand	Concert	Gondola	Niche
Broccoli	Contralto	Granite	Opera
Burlesque	Conversazione	Grotto	Oratorio
Bust	Cornice	Guitar	Palette
Cameo	Corridor	Incognito	Pantaloon
Canteen	Cupola	Influenza	Parapet

Pedant	Regatta	Stucco	Umbrella
Pianoforte	Ruffian	Studio	Vermillion
Piazza	Serenade	Tenor	Verta
Pistol	Sonnet	Terra-cotta	Virtuoso
Portico	Soprano	Tirade	Vista
Proviso	Stanza	Torso	Volcano
Quarto	Stiletto	Trombone	Zany

"Dutch Words.--We have had for many centuries commercial dealings with the Dutch; and as they, like ourselves, are great seafaring people, they have given us a number of words relating to the management of ships..... The following are the words which we owe to the Netherlands:--

Ballast	Luff	Sloop	Trigger
Boom	Reef	Smack	Wear (said of a ship)
Boor	Schiedam (gin)	Smuggle	Yacht
Burgomaster	Skates	Stiver	Yawl
Hoy	Skipper	Taffrail	

"French Words.--Besides the large additions to our language made by the Norman-French, we have from time to time imported direct from France a number of French words, without change in the spelling, and with little change in the pronunciation. The French have been for centuries the most polished nation in Europe; from France the changing fashions in dress spread over all the countries of the Continent; French literature has been read in England since the time of Charles II; and for a long time all diplomatic correspondence between foreign countries and England was carried on in French..... The Following is a list of French words which have been imported in comparatively recent times:--

Aid-de-camp	Carte-de-visite	Etiquette	Personnel
Belle	Coup-d'etat	Facade	Precis
Bivouac	Debris	Gout	Programme
Blonde	Debut	Naive	Protege
Bouquet	Dejeuner	Naivete	Recherche
Brochure	Depot	Nonchalance	Seance
Brunette	Eclat	Outre	Soiree
Brusque	Ennui	Penchant	Trousseau

"German Words.--It must not be forgotten that English is a Low-German dialect, while the German of books is New High-German. We have never borrowed directly from High-German, because we have never needed to borrow.

"The following are the German words which have been received in recent times:--

Cobalt	Landgrave	Meerschaum	Poodle
Feldspar	Loafer	Nickel	Quartz
Hornblende	Margrave	Plunder	Zinc

"Hebrew Words.--These, with very few exceptions, have come to us from the translation of the Bible, which is now in use in our homes and churches..... The following is a tolerably complete list:--

Abbey	Cinnamon	Leviathan	Sabbath
Abbot	Hallelujah	Manna	Sadducees
Amen	Hosannah	Paschal	Satan
Behemoth	Jehovah	Pharisee	Seraph
Cabal	Jubilee	Pharisaical	Shibboleth
Cherub	Gehenna	Rabbi	Talmud

"Other Foreign Words.--The English have always been the greatest travellers in the world; and our sailors always the most daring, intelligent, and enterprising. There is hardly a port or a country in the world into which an English ship has not penetrated; and our commerce has now been maintained for centuries with every people on the face of the globe. We exchange goods with almost every nation and tribe under the sun. When we import articles or produce from abroad, we in general import the native name along with the thing. Hence it is that we have guano, maize, and tomato from the two Americas; coffee, cotton, and tamarind from Arabia; tea, congou, and nankeen from China; calico, chintz, and rupee from Hindostan; bamboo, gambooge, and sago from the Malay Peninsula; lemon, musk, and orange from Persia; boomerang and kangaroo from Australia; chibouk, ottoman, and tulip from Turkey. The following are lists of these foreign words; and they are worth examining with the greatest minuteness:--

African Dialects

Baobab	Gnu	Karoo	Quagga
Canary	Gorilla	Krall	Zebra
Chimpanzee	Guinea	Oasis	

American Tongues

Alpaca	Condor	Maize	Raccoon
Buccaneer	Guano	Manioc	Skunk
Cacique	Hammock	Moccasin	Squaw
Cannibal	Jaguar	Mustang	Tapioca
Canoe	Jalap	Opossum	Tobacco
Caoutchouc	Jerked (beef)	Pampas	Tomahawk
Cayman	Llama	Pemmican	Tomato
Chocolate	Mahogany	Potato	Wigwam

Arabic

(The word al means the. Thus alcohol = the spirit.)

Admiral (Milton writes <u>am- miral</u> .)	Azure	Bookah	Senna
Alcohol	Caliph	Koran (or Alkoran)	Sherbet
Alcove	Chemistry	Lute	Shrub (the drink)
Alembic	Cipher	Magazine	Simoon
Algebra	Civet	Mattress	Sirocco
Alkali	Coffee	Minaret	Sofa
Amber	Cotton	Mohair	Sultan
Arrack	Crimson	Monsoon	Syrup
Arsenal	Dragoman	Mosque	Talisman
Artichoke	Elixir	Mufti	Tamarind
Assassin	Emir	Nabob	Tariff
Assegai	Fakir	Nadir	Vizier
Attar	Felucca	Naphtha	Zeneth
Azimuth	Gazelle	Saffron	Zero
	Giraffe	Salaam	
	Harem		

Chinese

Bohea	Hyson	Nankeen	Souchong
China	Joss	Pekoe	Tea
Congou	Junk	Silk	Typhoon

Hindu

Avatar	Cowrie	Pagoda	Ryot
Banyan	Durbar	Palanquin	Sepoy
Brahmin	Jungle	Pariah	Shampoo
Bungalow	Lac (of rupees)	Punch	Sugar
Calico	Loot	Pundit	Suttee
Chintz	Mulligatawny	Rajah	Thug
Coolie	Musk	Rupee	Toddy

Hungarian

Hussar

Sabre

Shako

Tokay

Malay

Amuck
Bamboo
Bantam
CaddyCassowary
Cockatoo
Dugong
GambogeGong
Gutta-percha
Mandarin
MangoOrang-outang
Rattan
Sago
Upas

Persian

Awning
Bazaar
Bashaw
Caravan
Check
Checkmate
Chess
CurryDervish
Divan
Firman
Hazard
Horde
Houri
Jar
JackalJasmine
Lac (a gum)
Lemon
Lilac
Lime (a fruit)
Musk
Orange
ParadisePasha
Rook
Saraband
Sash
Scimitar
Shawl
Taffeta
Turban

Polynesian Dialects

Boomerang

Kangaroo

Taboo

Tattoo

Portuguese

Albatross
Caste
CobraCocoa-nut
Commodore
FetishLasso
Marmalade
MoidoreMolasses
Palaver
Port (= Oporto)

Russian

Czar
DroskyKnout
MorseRouble
SteppeUkase
VerstTartar
Khan

Turkish

Bey
Caftan
ChiboukChouse
Dey
JanissaryKiosk
Odalisque
OttomanTulip
Yashmak
Yataghan

Interesting Origins of English Words¹

Candidate - In Latin, candidus means "glittering," "white". Among the ancient Romans, a man campaigning for office wore a white toga and was called candidatus, "one clothed in white". Directly from this origin comes our word candidate. It is interesting to note that from the same source comes our adjective candid, meaning literally, "white," and applied figuratively to a mental quality unclouded by dissimulation or bias.

Bonfire - In the Middle Ages, when wars and pestilence ravaged England, fires for the burning of corpses were an everyday necessity. Bonfires (fires of bone) they were called. Later, when the custom of burning heretics at the stake became common, bonfires was the name applied to the pyres of these victims. The same term was used to designate the burning of symbols of heresy or other proscribed articles. Later its meaning extended to open-air fires for public celebrations or sport--but by this time in the less gruesome spelling bonfire, which today is a comparatively harmless word despite its grim history.

Supercilious - In Latin super (over) plus cilium (eyelid) form supercilium meaning eyebrow. Because raising the eyebrows was a characteristic habit of the haughty man, supercilium came to mean pride and superciliosus "eyebrowish" came to mean haughty, arrogant. Directly from this Latin word comes our own supercilious, giving those who know its origin a mental picture of the eyebrows raised in disdain.

Curfew - In the Middle Ages, the peasants of France were required to cover or to extinguish their fires at a fixed hour in the evening. A bell was rung to notify them of the time to obey the command, "Cover the fire"--in the French couvre feu. The French came to call the bell, and the time of its ringing, covrefeu or cuevrefu. The Norman-French conquerors used it in England, and the medieval English adopted it as curfu, meaning the hour and the signal for all citizens to

¹ This sample lesson is adapted from material in Picturesque Word Origins which contains one hundred-thirty-four pages of word stories with forty-five illustrative drawings.

retire to their homes. It became curfew, which today, although indicating perhaps a later hour, still is the time, or the signal, to retire from public places.

Incisive - When you apply the word incisive to speaking, writing, or thinking, do you realize that you are using a word that pictures a sharp cutting instrument? The Latin in (in) and caedere (to cut) were combined to form the verb incidere meaning "to cut into". From the past participle of this verb comes our English verb incise, with the same meaning, and also our adjective incisive, applied to thinking that is acute and expression that is clear-cut and penetrating. The incisive speech of such an orator as Theodore Roosevelt was a keen-edged tool for cutting his message deeply into the minds of his hearers.

Bedlam - The priory of St. Mary of Bethlehem in London, founded in 1247, came to be used in the early 15th century as a hospital for the insane. Familiarly known as Bethlehem, the name of this asylum was contracted in popular usage to Bethlem, Bedlem, or Bedlam. The name came to be applied to any lunatic asylum, or madhouse, and consequently, in our own day, to any scene of uproar and confusion.

Belfry - Strangely enough, the origin of our word belfry has no relation to bells. It is even more surprising that this word, which now suggests peace and good will once denoted a symbol of war. In medieval Germany to words bergen (to protect) and vride (peace, security) were combined to form bercvrit, the name for a movable war tower used by besiegers. The word passed through the French form berfrei, and into the medieval English berfray, with the same meaning. It was only a step to the meaning "watch tower" and then to the tower on any building. The custom of putting bells in towers gradually affected the meaning of the word, until finally, in the modern form belfry, the word has come to mean exclusively a bell tower or the bell room atop a tower.

NEW WORDS¹

behaviorism - The conception that psychological progress rests upon analysis of behavior.

Bolshevik - Any radical socialist or political upheavalist.

bourgeois - A French word denoting the middle class; common, lacking distinction.

calorie - In dietetics, the unit expressing heat-producing or energy-producing value of food.

camouflage - A disguise.

cartel - The Continental equivalent of the American trust.

columnist - A writer who conducts a special department, as of sports in a newspaper.

deportee - A person who has been deported or is under sentence of deportation.

euthenics - A science dealing with the betterment of living conditions through conscious endeavor.

extravert - One whose interest is occupied with external objects.

Fascisti - An Italian political organization, strongly patriotic, opposing all radical elements in Italy.

feminism - A theory that advocates doing away with restrictions upon the political, social, and economic relations of women.

fundamentalist - A Protestant who reemphasizes a number of historical beliefs and the infallibility of the Bible.

futurism - In art, a movement or phase of postimpressionism, emphasizing efforts at self-expression.

highbrow - One who assumes an attitude of intellectual superiority.

inferiority complex - A morbid sense of personal inferiority.

intelligentsia - Educated or learned people collectively.

introvert - A person of a brooding, reflecting type.

¹ SoRelle, Rupert P. and Kitt, Charles W., 1929, Words, p. 68-9.

lowbrow - One who is not intellectual or who is not interested in intellectual pursuits.

modernism - A Protestant movement tending to disregard dogmas and creeds, and emphasizing the spiritual and ethical side of Christianity.

moron - A feeble-minded person having the mental level of a normal child of from eight to twelve years.

mortician - An undertaker who is a member of the National Selected Morticians.

negativism - The condition in which an individual refrains from doing what is expected of him, or does the exact opposite.

pacifist - One who advocated the settlement of international disputes entirely by arbitration, and opposes military ideals.

periscope - An optical instrument used on submarines when submerged to a small depth to enable an observer to obtain a view otherwise impossible.

projector - An instrument for projecting a picture on a screen.

psychoanalysis - The method developed by Sigmund Freud for analyzing the content and mechanisms of mental life.

rationalize - To justify or conceal the cause or motive by a deliberate, conscious reason not in accord with the actual facts.

realtor - A real estate broker having membership in the National Association of Real Estate Boards.

recondition - To restore to a sound condition something worn.

relativity - A principle based on the assumption that our knowledge of velocity is fundamentally relative. Often called the "einstein theory".

rodeo - A public performance presenting the chief features of a round-up; a place where cattle are collected.

sabotage - Malicious waste or destruction of an employer's property by workmen.

secretariat - The body of secretaries attached to a governmental office, or commission.

soviet - A russian term for a council.

spoonerism - An accidental transposition of sounds, usually initial sounds, of two or more words, as "sheen sifter," instead of "scene shifter," after William A. Spooner.

throwback - A reversion to an ancestral type or to an earlier phase of civilization.

vitamin - Any of a group of food constituents of which very small quantities are essential for normal nutrition.

CHAPTER IV

WORD BUILDING

Although English is of Teutonic origin and contains words from every language, the Latin element predominates and is by far the most important. In fact, there are in our language more Latin derivatives than pure English words. They have come directly from medieval and classic Latin literature and indirectly through the Norman-French.

"English began to borrow words from Latin before there was any English."¹

Some Latin terms were borrowed by the West Germanic dialects before the Anglo-Saxon conquest of Britain. Later the conversion of these invaders to Christianity brought in ecclesiastical and religious words.

The Norman-French conquest brought in many words which became a part of the English and are now indistinguishable from common words of native origin. After 1300, words from France were introduced so rapidly that the French became almost a second language in England. Since French is a form of Latin they were again borrowing from the Latin.

"This state of things continued through the fourteenth and fifteenth centuries. A huge number of words came in from both Latin and French, and we are frequently at a loss to distinguish between them. In doubtful cases, however, the distinction is of almost no importance, since, even if the word passed through the French, it is none the less Latin, and was felt as quite as much Latin as French, whatever its immediate source may have been."²

¹ Greenough and Kittridge, 1922, Words and Their Ways in English Speech, p. 93.

² Ibid., p. 96.

After the sixteenth century the importation of French to any extent ceased but with the Revival of Learning Latin borrowing became more active than ever. Now multitudes of words were taken directly from the Latin by scholars.

"This contribution differs very essentially in character from the last. The Norman-French contribution was a gift from a people to a people--from living beings to living beings; this new contribution was rather a conveyance of words from books to books, and it never influenced--in any great degree--the spoken language of the English people. The ear and the mouth carried the Norman-French words into our language; the eye, the pen, and the printing-press were the instruments that brought in the Latin words of the Fourth Period. The Norman-French words that came in took and kept their place in the spoken language of the masses of the people; the Latin words that we received in the sixteenth and seventeenth centuries kept their place in the written or printed language of books, of scholars, and of literary men. These new Latin words came in with the Revival of Learning, which is also called the Renaissance."¹

Since then the invasion of classical terms has never stopped. Scholars have been largely responsible for the assimilation of Greek terms into English. Some Greek words may be traced through the medium of Latin since the Romans acquired their culture from the Greeks. They have become Latinized so need not be dealt with separately.

"Modern science has found it necessary to manufacture great numbers of words, and for this purpose has had recourse, not only to Latin but to the rich storehouse of the Greek, which affords peculiar facilities for making compounds."²

Since about half the words in the dictionary are Latin and Greek

¹ Meiklejohn, J. M. D., 1889, The English Language, p. 227.

² Greenough and Kittridge, 1922, Words and Their Ways in English Speech, p. 49.

derivatives everyone should know at least the common Latin and Greek suffixes and stems.

Words are often invented to meet a new need for expression. Many such coined words have come into use since movies, radio, and the automobile came into existence. Merchants continually coin them to designate new articles.

"Very little regard is generally paid to correctness of formation. The only essential being a name which is good for advertising purposes. Sometimes a mere arbitrary collection of sounds or letters is chosen, as in the case of Kodak, and sometimes the inventor contents himself with some vague resemblance to some other word, which may assist the buyer to remember the name."¹

Many words in our language are derived from the names of persons. Maverick, for instance, came from the name of Samuel A. Maverick a Texan who neglected to brand calves. A list of these words will be included in this chapter.

The first American colonists were forced to invent Americanisms to describe the unfamiliar world confronting them. Since then, in spite of protests from England and from some quarters in America, words have been coined continually by all groups of people until today we have what H. L. Mencken terms, "The Two Streams of English".

"Meanwhile, the plain people of England and the United States, whenever they come into contact, find it difficult to effect a fluent exchange of ideas. This was made distressingly apparent during the World War. When the American troops began to pour into France

¹ Leopolden, p. 198-1923, Growth and Structure of the English

in 1917, fraternizing with the British was impeded, not so much because of hereditary animosities as because of the wide divergence in vocabulary and pronunciation between the doughboy and Tommy Atkins--a divergence interpreted by each as low mental visibility."¹

English is spoken by more than half of the people of the world and is fast spreading to all parts of the world. It is believed by many authorities, including Mencken that the American language may prevail over the English.

"There is no reason under the sun why a dialect spoken almost uniformly by nearly 125,000,000 people should yield anything to the dialect of a small minority in a nation of 45,000,000."²

¹ Mencken, H. L., 1936, The American Language, p. 84.

² Ibid., p. 609.

Common Prefixes and Suffixes

Prefixes

a, an - without, not
 a, ab, abc - from, away
 ad - to, toward
 ambi (umphi) - both, on
 both sides
 ann - year
 ante - before
 anti - against
 auto - self
 bene - well, good
 circum - around
 bi, bis - two, twice
 con - with, together
 contra - against
 cor, cord - heart
 corpus, corpor - body
 cura, curo - care
 de - down
 dia - across, through
 between
 dif - differ
 en - on
 epi - upon
 ex - out, beyond, from
 extra - beyond
 frater (fratr) - brother
 in (im) - in, into, on,
 or not
 inter - between, among
 mater - mother, micro-little
 mono - one, single, alone
 solitary
 non - not, un
 ob - against, in a way of
 peri - around
 pre - before, post
 re - back
 retro - backward
 se - aside
 semi - half
 sub - under, after, near
 super - over, above, beyond
 syn (syl, sym) - with, together
 tele - far (distance)
 tri - three
 trans - across, over, through
 uni - one
 vice - instead of

Suffixes

able - capable of, fit to be
 ac - pertaining to
 aceous - having the quality of
 acy - state of being, office of
 age - action, condition
 al - pertaining to
 an - pertaining to
 ance - state of being
 ane - (adjectival)
 ant - one who
 ary - one who, that which
 ate - having
 ence - state of being
 ent - one who, that which
 esque - like
 ess - feminine
 fic - making, causing
 fy - to make
 ic - pertaining to
 ics - science of
 id - (ness) quality, condition
 ile - pertaining to, belonging
 to, capable of, like
 ine - belonging to, like
 ion - belonging to, act of
 being
 ise - make, do, cause
 ish - somewhat
 ist - one who
 ite - who, one who
 ity - state or quality of being
 ive - one who, that which
 ix - feminine
 ize - to cause to be
 less - without
 let - (diminutive) small
 ly - having the form of
 ment - act of, that which
 oid - having the form of
 ory - place where
 ose - full of
 ous - consisting, full of
 ship - office
 some - having quality of
 tude - quality
 ty - state of being
 ule - little, minute
 y - state of being

Common Latin Verb Roots

<u>Verb Root</u>	<u>Meaning</u>	<u>Definition</u>
ago, actum	do, act, drive	act against
audio, auditum	hear	one who hears
capio, captum	take, seize, hold	one taken
cedo, cessum	go, yield	go before
credo, creditum	believe	believable
curro, cursum	run	run into
do, datum	give	facts given
dico, dictum	say	say before
duco, ductum	lead, draw	draw in
facio, factum	make, do	making forward
fero, latum	bear, carru, bring	bear apart
flecto, flexum	bend	bending
fluo, fluxum	flow	flowing
frango, fractum	break	a break
gradior, gressus	go, walk, step	go forward
jacio, jectum	throw, cast	cast out
jungo, junctum	join	a joining
lego, lectum	gather, read, choose	readable
loquor, locutus	speak	a speaking out
mitto, missum	send, cast	send back
pello, pulsum	drive, urge	drive out
pendeo, pensum	hang, pay	hang under
pono, positum	place, put	place after
porto, portatum	carry, bear	carry into
rumpo, ruptum	break	a break
scribo, scriptum	write	a writer
seco, sectum	cut	a cutting
sedeo, sessum	sit, settle	a sitting
sequor, secutus	follow	follow out
sto, statum	stand	standing apart
tango, tactum	touch	touching together
traho, tractum	draw	draw to
venio, ventum	come	dome together
verto, versum	turn	turn aside
video, visum	see	sight
voco, vocatum	call	calling

GREEK ROOTS¹

Agon, a contest; agony, antagonist.
Allos, another; allopathy, allegory.
Angelos, a messenger; angel, evangelist.
Anthropos, a man; misanthrope, philanthropy.
Archo, I begin, rule; monarch, archaic, archbishop, archdeacon.
Arithmos, number; arithmetic.
Aster or astron, a star; astronomy, astrology, asteroid, disaster.
Atmos, vapour; atmosphere.
Autos, self; autocrat, autograph.
Ballo, I throw; symbol, parable.
Bapto, I dip; baptise, baptist.
Baros, weight; barometer, baritone.
Biblos, a book; Bible, bibliomania.
Bios, life; biography, biology, amphibious.
Cheir, the hand; surgeon (older form, chirurgeon).
Chole, bile; melancholy, cholera.
Chiro, I anoint; Christ, chrism.
Chronos, time; chronology, chronic, chronicle, chronometer.
Daktulos, a finger; dactyl, pterodactyl, date (the fruit).
Deka, ten; decagon, decalogue, decade.
Demos, the people; democrat, endemic, epidemic.
Dokeo, I think; doxa and dogma, an opinion; doxology, orthodox, heterodox, dogma, dogmatic.
Draco, I do; drama, dramatic.
Dunamis, power; dynamics, dynamite.
Eidos, form; kaleidoscope, spheroid.
Eikon, an image; iconoclast.
Electron, amber; electricity, electrottype.
Ergon, a work; surgeon, energy, metallurgy.
Eu, well; eucharist, euphony, evangelist.
Gamos, marriage; bigamy, monogamist, misogamy.
Ge, earth; geography, geometry, geology.
Gennao, I produce; genesis, genealogy, hydrogen, oxygen.
Grapho, I write; gramma, a letter; graphic, grammar, telegraph, biography, diagram.
Haima, blood; hemorrhage, haemorrhoid.
Haireo, I take away; heresy, heretic.
Hecaton, a hundred; hecatomb, hectometre.
Helios, the sun; heliograph, heliotype.
Hemi, half; hemisphere.
Hieros, sacred; hierarchy, hieroglyphic.
Hippos, a horse; hippopotamus, hippodrome.
Hodos, a way; method, period, exodus.
Homos, the same; homeopathy, homogeneous.

¹ Meiklejohn, J. M. D., 1889, The English Language, pp. 136-137.

Hudor, water; hydraulic, hydrophobia, hydrogen.
Ichthus, a fish; ichthyology.
Idios, one's own; idiom, idiot, idiosyncrasy.
Isos, equal; isochronous, isobaric (of equal weight), isosceles.
Kalos, beautiful; calligraphy, kaleidoscope.
Kephale, the head; hydrocephalus.
Klino, I bend; clinical, climax, climate.
Kosmos, order; cosmogony, cosmography, cosmetic.
Krino I judge; critic, criterion, hypocrite.
Kuklos a circle; cycle, cycloid, cyclone.
Kuon (kun-os) a dog; cynic, cynicism.
Lego, I say, choose; eclectic, lexicon.
Lithos, a stone; lithograph, aerolite.
Logos, a word, speech; logic, dialogue, geology.
Luo, I loosen; dialysis, analysis, paralysis.
Meter, a mother; metropolitan, metropolis.
Metron, a measure; metre, metronome, diameter, thermometer, barometer.
Monos, alone; monastery, monogram, monosyllable monopoly.
Morphe, a shape; amorphous, dimorphous, metamorphic.
Naus, a ship; nautical, nausea.
Nekros, a dead body; necropolis, necromancy.
Nomos, a law; autonomous, astronomy, Deuteronomy.
Oikos, a house; economy, economical.
Onoma, a name; anonymous, synonymous, patronymic.
Optomai, I see; optics, synoptical.
Orthos, right; orthodoxy, orthography.
Pais (paid-os) a boy; pedagogue (lit. a boy-leader).
Pan, all; pantheist, panoply, pantomime.
Pathos, feeling; pathetic, sympathy.
Pente, five; pentagon, pentateuch, Pentecost.
Petra, a rock; petrify, petret, Peter.
Phainomai, I appear; phenomenon, phantasy, phantom, fantastic, fancy.
Phero, I bear; periphery, phosphorus (light-bearer).
Phileo, I love; philosophy, Philadelphia, philharmonic.
Phone, a sound; phonic, phonetic, euphony, symphony.
Phos (phot-os); light; photometer, photograph.
Phusis, nature; physics, physiology, physician.
Poleo, I make; poet, poetic, pharmacopoeia.
Polis, a city; Constantinople, metropolitan.
Polus, many; polytheist, Polynesia, polyanthus, polygamy.
Pous (pod-os), a foot; antipodes, tripod.
Protos, first; prototype, protoplasm.
Pur, fire; pyrotechnic, pyre.
Rheo, I glow; rhetoric, catarrh, rheumatic.
Skopeo, I see; microscope, telescope, spectroscope, bishop.
Sophia, wisdom; sophist, philosophy.
Stello, I send; apostle, epistle.
Stratos, an army; strategy, strategic.
Strepho, I turn; catastrophe, apostrophe.
Techne, an art; technical.

Tele, distant; telegraph, telescope, telephone, telegram.

Temno, I cut; anatomy, lithotomy.

Tetra, four; tetrachord, tetrarch.

Theaomai, I see; theatre, theory.

Theos, a god; theist, enthysiaist, theology.

Therme, hear; thermal, thermometer, isotherm.

Tithemi, I place; thesis, a placing; synthesis, hypothesis.

Treis, three; triangle, trigonometry, tripod, trinity, trichord.

Trepo, I turn; trophy, tropic, heliotrope.

Tupos, the impress of a seal; type, stereotype.

Zoon, an animal; zoology, zodiac.

KEY WORDS¹

In your reading, especially in scientific fields, and in the upbuilding of your vocabulary, you need to know at least the commonest KEY WORDS from the Greek and Latin that are so vital a part of our English language. Here are but a few that will guide you to many meanings.

- AQUA. Latin, "water." Hence, aquarium, aquatic, aquamarine, aqueduct.
- AUTO. Greek, "self." Hence, autobiography, autograph, automatic, automobile.
- EX. Latin and "out of," "from," "without." Hence, Greek, exdividend, extract, exclusive.
- GRAPH. Greek, "Something written." Hence, autograph, monograph, phonograph, biography.
- HYPO. Greek, "under," "beneath," "less than the ordinary;" hence, hypodermic, hypocrite, hyposulphurous.
- INTER. Latin, "among," "between." Hence, interact, international, interject, interatomic.
- ITIS. Greek, "an inflammatory disease of." Hence, bronchitis, neuritis, tonsillitis.
- METER. Greek, "measure," "instrument for measuring." Hence, barometer, speedometer, hepatometer.
- PERI. Greek, "around," "about." Hence, perimeter, periscope, peripatetic.
- POLY. Greek, "many." Hence, polychrome, polygamy, polyclinic.
- SUPER. Latin, "above," "over." Hence, supercilious, superhuman, superimpose.
- TELE. Greek, "far," "far off." Hence, telephone, television, Telescope.

¹ Webster's New International Dictionary, Second Edition.

WORDS DERIVED FROM THE NAMES OF PERSONS, ETC.

Argosy, from the name of the ship Argo, in which Jason and his companions sailed to the Black Sea to find the Golden Fleece.

Assassins, the name of a fanatical Surian sect of the thirteenth century, who, under the influence of a drug prepared from hemp, called haschisch, rushed into battle against the Crusaders, and slaughtered many of their foes.

Atlas, one of the Titans, or earlier gods, who was so strong that he was said to carry the world on his shoulders.

August, from Augustus Caesar, the second Emperor of Rome.

Bacchanalian, from Bacchus, the Roman god of wine.

Boycott (to), from Captain Boycott, a land agent in the west of Ireland, who was "sent to Coventry" by all his neighbors; they would neither speak to him, buy from him, or sell to him--by order of the "Irish Land League".

Chimera, a totally imaginary and grotesque image or conception; from Chimaera, a monster in the Greek mythology, half goat, half lion.

Cicerone, a guide; from Cicero, the greatest Roman orator and writer of speeches that ever lived.

Cravat, from the Croats who supplied an army corps to Austria, in which long and large neck-ties were worn by the soldiers.

Dahlia, from Dahl, a Swedish botanist, who introduced the flower into Europe.

Draconian (code), a very severe code; from Draco, a severe Athenian legislator, who decreed death for every crime, great or small. His laws were said to have been "written in blood".

Dunce, from Duns Scotus, a great philosopher (or "schoolman") of the Middle Ages, who died 1308. The followers of Thomas Aquinas called "Thomists," looked down upon those of Duns, who were called "Scotists," and in course of time "Dunces".

Epicure, a person fond of good living; from Epicurus, a great Greek philosopher. His enemies misrepresented him as teaching that pleasure was the highest or chiefest good.

Euphuistic (style) a style of high-flown refinement; from Euphues (the well-born man), the title of a book written in the reign of Elizabeth, by John Lyly, which introduced a too ingenious and far-fetched way of speaking and writing in her Court.

Fauna, the collective name for all the animals of a region or country; from Faunus, a Roman god of the woods and country.

Flora, a collective name for all the plants and flowers of a region or country; from Flora, the Roman goddess of flowers.

Galvanism, from Galvani, an Italian physicist, lecturer on anatomy at Bologna, who discovered, by experiment on frogs, that animals are endowed with a certain kind of electricity.

Gordian (knot), the knot tied by Gordius a king of Phrygia, who had been originally a peasant. The knot by which he tied the draught-pole of his chariot to the yoke was so intricate, that no one could untie it. A rumor spread that the oracle had stated that the Empire of Asia would belong to him who should untie the Gordian knot. Alexander the Great, to encourage his soldiers, tried to untie it; but, finding that he could not, he cut it through with his sword, and declared that he had thus fulfilled the oracle.

Guillotine, an instrument for beheading at one stroke, used in France. It was invented during the time of the Revolution by Dr. Guillotin.

Hansom (cab), from the name of its inventor.

Hector (to), to talk big; from Hector, the bravest of the Trojans as Achilles was the bravest of the Grecian chiefs.

Hermetically (sealed), so called from Hermes, the name of the Greek god who corresponds to the Roman god Mercury. Hermes was fabled to be the inventor of chemistry.

Jacobin, a revolutionist of the extreme sort; from the hall of the Jacobin Friars in Paris, where the revolutionists used to meet. Robespierre was for some time their chief.

January, from the Roman god Janus, a god with two faces, "looking before and after".

Jovial, with the happy temperament of a person born under the influence of the star Jupiter or Jove; a term taken from the old astrology.

July, from Julius, in honor of Julius Caesar, the great Roman general, writer, and statesman—who was born in this month.

Lynch-law, from a famous Judge Lynch, of Tennessee, who made a short work of his trials, and then of his criminals.

Macadamise, to make roads of fragments of stones, which afterwards cohere in one mass; from John Loudon Macadam, the inventor, who in 1827 received from the Government a reward for his plan.

March, from Mars, the Roman god of war.

Martinet, a severe disciplinarian, with an eye for the smallest details; from General Martinet; a strict commander of the time of Louis XIV of France.

Mausoleum, a splendidly built tomb; from Mausolus, King of Caria, in Asia Minor, to whom his widow erected a gorgeous burial chamber.

Mentor, an advisor; from Mentor, the aged counsellor of Telemachus the son of Ulysses.

Mercurial, of light, airy, and quick-spirited temperament, as having been born under the planet Mercury.

Panic, a sudden and unaccountable terror; from Pan, the god of flocks and shepherds. He was fabled to appear suddenly to travellers.

Parrot (= Little Peter, or Peterkin), from the French Perrot = Pierrot, from Pierre, Peter.

Petrel, the name of a sea-bird that skims the tops of the waves in a storm, the diminutive of Peter.

Phaeton, a kind of carriage; from Phaethon, a son of Apollo, who received from his father permission to guide the chariot of the Sun for a single day.

Philippic, a violent political speech directed against a person; from the orations made by Demosthenes, the Great Athenian orator, against Philip of Macedon, the father of Alexander the Great.

Plutonic (rocks), igneous rocks; from Pluto, the Roman god of the infernal regions.

Protean, assuming many shapes; from Proteus, a sea-diet, who had received the gift of prophecy from Neptune, but who was very difficult to catch, as he could take whatever form he pleased.

Quixotic, fond of utterly impracticable designs; from Don Quixote, the hero of the national Spanish romance, by Cervantes. Don Quixote is made to tilt at windmills, proclaim and make war against whole nations by himself, and do many other chivalrous and absurd things.

AMERICAN COINED WORDS¹

debunk	lengthy	to collide
moron	dutiable	to corner
probe	presidential	to obligate
maverick	congressional	blizzard
fletcherize	gubernatorial	hurricane
hooverize	balance (remainder)	excursionist
complex	bogus	druggist
consistent	reliable	tenderfoot
caucus	scalawag	back-woods
buncombe	cafeteria	chewing-gum
gerrymander	gangster	cold-snap
hobo	shyster	dug-out
hoodlum	kitchenette	half-breed
dub	mortician	hot-cake
drummer	probe	mass-meeting
sucker	crash	beach-comber
fall (autumn)	ace (champion)	six-shooter
bunco	phoney	bee-line
rubberneck	photoplay	indignation-meeting
rough-house	sundae	pow-wow
water-wagon	ballyhoo	bluff
lame-duck	jitney	boodle
speed-cop	service	boss
movie	consistent	caboodle
coe-puncher	gadget	scallawag
schooner	belittle	canyon
demoralize	graft	collateral
subsidize	carpet-bagger	combine (noun)
deputize	standpoint	crank (eccentric
dago	to engineer	person)

¹ These words were taken from H. L. Mencken's The American Language, where many interesting details concerning their coinage may be found.

CHAPTER V

WORDS FROM STUDIES, CONTACTS, AND TESTS

It is of little or no value for a student to learn the meanings of words he does not have occasion to use. Merely learning definitions of words would be tedious and useless. But, "all formal education which involves the acquisition of facts and the development of concepts is built upon a hierarchical structure of words."¹ Outside of school in social activities, in listening to the radio, in attending movies, and in conversation there is a continuous contact with words, many of them unknown or vaguely familiar. These words are of interest to the individual and since they are within the range of his experience may well be the criterion for compiling lists for study. It has been said that,

"The function of secondary education should be to provide experiences which will lead to the development of abilities, interests, and attitudes, the values of which may be defended on the basis of their worth in enabling each individual to live more effectively both as an individual and as a member of a complex society. Ability and inclination to read and to express one's-self effectively is more important than the mere experience of having read an approved college entrance reading list of classical literature or the ability to speak a foreign language."²

Selecting words on the basis of contacts with them and immediate use for them makes vocabulary building a conscious and interesting process. It will reinforce the student's interests, stimulate his

¹ _____ . The Supervisor's Notebook, Vocabulary and Success.

² Wrinkle, William L., Modernizing Secondary Education, Educational Administration and Supervision, V. XXIII, March, 1917.

study in other fields, and awaken his interest in current social problems. Vizetelly said this,

"How then shall he set about to increase this vocabulary in the shortest space of time? Let him begin by cultivating what may be termed a taste for the dictionary, and let him consult the book as frequently as he comes across words whose meanings are not known to him. There is nothing tame or prosy about this labor. When a new word or an unfamiliar word is found, or a word is used in a new sense, it should be run down to its source, for if this is done it will leave a lasting impression on the mind."¹

Tests are always challenging to students. Since they are usually compiled scientifically and since if carefully selected they contain the words within the student's range of interests they prove to be a fruitful source of words for study.

From whatever source words are derived, they are of value only when they become a part of the student's mental equipment. Unusual words, or words arbitrarily selected may be interesting for the moment but unless the student uses them the learning of them becomes a mental exercise and a pastime.

¹ Vizetelly, F. H., 1915, Essentials of English Speech, p. 220.

Words Compiled From Students' Lists

lamentation
emaciated
prematurely
obscurity
martinet
charlatan
verisimilitude
rationalize
valise
sonorous
levity
filament
submission
suppressed
capitulated
wary
substratum
genial
negative
delinquent
frontier
antagonists
degenerate
sovereignities
recruiting
insurrection
secession
seditious
conscriptions
dissolved

ultimatum
negotiate
cede
diplomatic
buoyantly
disarmament
hostile-minded
revenue cutters
edifice
doctrine
military
militia
apalling
adjacent
claimants
defiance
proclamation
subjection
intervention
essentially
molestation
alliance
monopoly
panic
formidable
minimum
dubious
strict construction
depression
public domain

A Sample Lesson¹

1. delinquent - failing in duty; owing and payable.

Ex: His report card shows that he is delinquent in his studies.
Delinquent taxes are taxes past due.

2. frontier - border. That part of a country which fronts on another country or is the edge of civilization.

Ex: Daniel Boone went beyond the frontier.
Alaska is our last frontier.

3. antagonist - one who struggles with another.

Ex: Braddock will be Schmeling's antagonist.
The Minot team will be our next antagonist.

4. degenerate - to fall or decline from the normal; people who are generally degraded.

Ex: The meeting degenerated into a scrap.
Some plants degenerate if there is no interbreeding.

5. sovereignties - countries ruled by an absolute ruler.

Ex: Germany may be considered a sovereignty.
General Franco wants to establish a sovereignty.

6. recruiting - enlisting or repairing by fresh numbers.

Ex: Dudley is a recruiting officer for the Navy.
Kenneth Nelson was a recruit for the Navy.

7. insurrection - rebellion; active and open opposition to the execution of a law.

Ex: Refusing to buy government stamps would be an insurrection.
Insurrection is occurring daily in Cuba.

8. secession - act of withdrawing.

Ex: The Civil War was brought on by the secession of the southern states.
England was afraid of the secession of more of her territory.

¹ This lesson is included as an example of the final copy given to the student for study. The definitions and examples were submitted by the students, each being responsible for a certain number.

9. seditious - exciting or stirring up sedition or going apart.

Ex: Newspaper men have been arrested for seditious articles.
Making violent or false statements about a ruler would be seditious.

10. conscription - compulsory enrollment of men for military purposes.

Ex: In the latter part of the World War men were conscripted.
Conscriptions are popular in Europe.

11. dissolved - to liquify, to break, to put an end to.

Ex: Sugar will dissolve in water.
At his entrance the assembly dissolved.

12. ultimatum - last or final proposition.

Ex: Our country issues ultimatums during times of war.
The ultimatum was that we would be suspended from school.

13. negotiate - to bargain.

Ex: England will negotiate with France.
He would negotiate for a new car.

14. cede - to withdraw, surrender, or give up.

Ex: They will cede their territory to us.
Spain ceded Puerto Rico to the U. S.

15. diplomatic - skillful in negotiation.

Ex: The man was more diplomatic than his sister.
He was so diplomatic that he always had his way.

16. buoyantly - having the quality of rising or floating.

Ex: She ran buoyantly out of the harbor.
The girl sang buoyantly all of the morning.

17. disarmament - the laying aside or depriving of arms.

Ex: The U. S. encourages disarmament.
Germany is opposed to disarmament.

18. hostile-minded - opposed, contrary, unsympathetic.

Ex: Germany is hostile-minded toward France.
Hostile-minded folk are not well liked.

19. revenue cutters - armed government vessels employed to enforce revenue laws.

Ex: The revenue cutters chased the gangsters.
Revenue cutters helped in capturing the smugglers.

20. edifice - a building, a structure. To build.

Ex: Congress is a pillar of Federal Edifice.
The Lincoln Memorial is a beautiful edifice.

21. doctrine - that which is taught. Held as true and supported by a principle.

Ex: That doctrine is in effect at the present time.
We have a church doctrine.

22. military - soldiery, troops.

Ex: The man wore his military coat.
They held a military parade.

23. militia - a body of troops.

Ex: The militia had a trying day.
The emergency call was answered immediately by the militia.

24. appalling - dismaying, awesome.

Ex: The sight was appalling to the boy.
The appalling factor was his stupidity.

25. adjacent - neighboring.

Ex: The field was adjacent to our house.
Her home was adjacent to the Great Lakes.

26. claimant - one who demands anything as his right.

Ex: The claimant's demands were varied.
The claimant lost a great deal of money.

27. defiance - contemptuous disregard, a challenge.

Ex: Her defiance was a thrilling sensation.
The defiance in his voice held up his argument.

28. proclamation - an official announcement.

Ex: Lincoln issued an emancipation proclamation.
It was the President's Thanksgiving Proclamation.

29. subjection - a state of obedience or submissiveness.

Ex: She was in subjection to her parents.
Ethiopia is under subjection to Italy.

30. intervention - an interference.

Ex: She approved of the intervention.
The intervention in Cuba was justified.

31. essentially - necessary, indispensable. Needful to the well-being of a thing.

Ex: This vocabulary study is essential to our everyday life.
The village was made up of essentially retired farmers.

32. molestation - an annoyance, disturbance, or vexation.

Ex: He was trying to avoid any molestation of the woman and her children.
The molestation was increasing its horrible devastation.

33. alliance - union by relationship in qualities; combination, or association.

Ex: The French and British formed an alliance.
The alliance of church and state was long ago abandoned.

34. monopoly - sole right or power of dealing in anything; exclusive command or possession.

Ex: The Northern States Power Company has a monopoly.
She had a monopoly on the conversation.

35. panic - a sudden fright; terror.

Ex: The panic spread throughout the country.
She was gripped with panic at the awful news.

36. formidable - awesome; uninviting.

Ex: Minot has a formidable opponent in football.
The formidable smirk on his face was terrifying to me.

37. minimum - the least quantity.

Ex: The minimum wage was fourteen dollars.
The minimum cost was one cent.

38. dubious - doubtful.

Ex: She was dubious of his honesty.
The dubious man was soon tricked into the plan.

39. strict construction - strict understanding or interpretation.

Ex: Jefferson believed in strict construction of the
Constitution.
Put strict construction on what I say.

40. industrial depression - lack of money in industry.

Ex: The depression lasted nine years.
The results of the depression were horrifying.

41. public domain - an estate held in possession or common wealth.

Ex: Our public domain is being improved by the government
service.
The public domain has greatly decreased.

42. lamentation - act of mourning; expression of sorrow.

Ex: His lamentation brought tears to the eyes of his
audience.
Her lamentation was too dramatic to be believed.

43. emaciated - made thin.

Ex: Her emaciated figure was a pitiful sight.
His emaciation was from hunger and fatigue.

44. prematurely - occurring or arriving before the proper time.

Ex: The child was prematurely born.
The prematurely advanced figures were incorrect.

45. obscurity - state of being dark or unknown.

Ex: She was enveloped in a strange sense of obscurity.
The obscurity of the night frightened him.

46. martinet - a strict military disciplinarian; in general, one
who lays stress on a rigid adherence to the details
of discipline.

Ex: His mother was a regular martinet.
He was too much of a martinet to be a pleasant
employer.

47. charlatan - a pretender to knowledge or ability.

Ex: No charlatans were admitted in that city.
The charlatan was trying to sell some fake medicine.

48. rationalize - to make conformable to principles satisfactory to reason.

Ex: He rationalized each point in his speech.
She was very careful to rationalize everything she said.

49. verisimilitude - probability; likelihood.

Ex: His tale has verisimilitude.
The testimony of the two witnesses had no verisimilitude.

50. valise - traveling bag; case of leather for toilet goods.

Ex: The doctor carried his instruments in a valise.
The valise contained all of his possessions.

51. sonorous - giving a sound, as when struck; loud or full sound.

Ex: The discharged revolver made a sonorous sound.
His snore was sonorous.

52. levity - state of being light; buoyance.

Ex: She treated the subject with levity.
Levity in church is improper.

53. filament - a thread or slender, threadlike object; a separate fiber.

Ex: The filament and anther are parts of the stamen.
It is a filament of the fibrous material.

54. submission - act of yielding to power or authority.

Ex: She was under submission to her grandmother.
The rebels in Spain are fighting for the submission of the Facists.

55. suppressed - to put out of existence by authority.

Ex: The government suppressed many illegal stills this last year.
He suppressed the awful story.

56. capitulated - arrange under distinct heads; surrender.

Ex: The stenographer capitulated all the city's directors.
It is doubtful if Franco will capitulate under any terms.

57. wary - on your guard.

Ex: He was a wary gentleman.
Japan is wary towards other countries.

58. substratum - an under layer, as of soil or rock.

Ex: The limestone substratum made a sound foundation.
The substratum was impervious to water.

59. genial - favorable to comfort and growth; kindly, sympathetic.

Ex: The old man had a happy and a genial disposition.
The secretary gave us a genial reception.

60. negative - expressing or implying denial or prohibition.

Ex: I gave a negative answer to the judge.
No is a common negative.

Example of Words Derived From One Day's Assignments¹

Better Farming -- 9 pages

scurvy
deciduous
propagation
dormant
arsenic
nicotine

American History-- 10 pages

ominous
dreadnaughts
dismantled
rational
tainted
integrity

American History -- 13 pages

pertinent
junkers
sectors
autocracy
placards
feasible

American History -- 14 pages

zealously
embassy
generalissimo
turbulent
exorbitantly

American History --9pages

recruits
draft
propaganda
morale
augmented
capitalist
imperialist
indemnities
decisive

American History -- 13 pages

consequence
precedent
intrigued
incentive
cajolery
infraction
pacifist
vehemently
instigation
incendiary
reparation
despotic

American History -- 10 pages

cajolery
incendiary
eloquently
ravaged

Physical Geography -- 10 pages

schists
gneisses
rejuvenation
amphitheater

Movie Mirror²

incipient
sinister
myriad
vistas
millrun
gendarme
versatile

Biology Text -- 10 pages

putrification
ptomaines
commingled
obscure
recessive

¹ Words are given as they were turned in by students.

² Student had no problem words in assignments so was permitted to select them from her general reading.

Example of Words Selected by Students
From General Reading, Radio, etc.

flippant
trousseau
obstinate
devious
predominate
furor
ravishing
plebiscite
edict
proletarians
rubles
innovation
purges
coterie
crone
demarcation
depict
pergola
cynosure
Daltonism
polemist
sullen
adversity
contrivance
altruistic
cambric
conglomerate

lithotype
alluvial
translucent
lea
physitism
injudicious
botanist
interrogate
mawkish
inbue
fracas
curvet
stentorian
hippodrome
taciturnity
nausea
diminution
expunge
flexion
mutation
anthropology
potential
ecological
olfactory
itinerary
embassy
dreadnaughts

A Selection Test¹

Insert in the parentheses preceding each phrase the number of the word in the list of twenty which exactly fits the meaning of that particular phrase.

- () an assemblage of brilliant or noted persons or things
- () not having acute sensibility or perceptions
- () cannon; artillery
- () devoid of emotion
- () to spread or diffuse itself through
- () to reprove severely
- () pleasing in sound
- () a periodic wind
- () to allay, mitigate, ease, or lessen
- () a heap of stones for a memorial
- () to compel to any action
- () to grow or become white
- () to scourge; flog
- () to waver in mind, will, or feeling

- | | | | |
|---------------|---------------|--------------|----------------|
| 1. euphonious | 6. permeate | 11. monsoon | 16. ordnance |
| 2. reprimand | 7. lectern | 12. coerce | 17. obtuse |
| 3. vacillate | 8. blanch | 13. pilfer | 18. divagate |
| 4. conciliate | 9. cairn | 14. assuage | 19. impassive |
| 5. galaxy | 10. frustrate | 15. immobile | 20. flagellate |

¹ An Outline for Dictionary Study, Based on Webster's Collegiate Dictionary, Fifth Edition.

A Selection Test¹

Insert in the parentheses preceding each phrase the number of the word in the list of twenty which exactly fits the meaning of that particular phrase.

- () to wander aimlessly
- () an alliance for joint action
- () sincere repentance
- () to reach the highest point, as of rank
- () a register of deaths
- () to meet or anticipate and dispose of
- () to ease without curing
- () to free from blame
- () a formal inquiry or discussion
- () exposure to death, loss, or injury
- () to establish the existence or truth of
- () to collect with patient labor
- () a cheerful readiness or promptitude
- () wordiness
- () a particular form of expression

- | | | | |
|-----------------|----------------|----------------|---------------|
| 1. glean | 6. alacrity | 11. locution | 16. eventuate |
| 2. palliate | 7. obviate | 12. contrition | 17. culminate |
| 3. adversity | 8. coalition | 13. obliterate | 18. jeopardy |
| 4. substantiate | 9. malingering | 14. exonerate | 19. meander |
| 5. disquisition | 10. necrology | 15. verbiage | 20. celerity |

¹ An Outline for Dictionary Study, Based on Webster's Collegiate Dictionary, Fifth Edition.

Diction¹

Directions: Define, give a synonym, or use in a sentence each of the following (Do only one of these three things to each.) Place a question mark in the blank after any word that you do not know.

- | | |
|----------------------|------------------|
| 1. bonfire | 20. precipitancy |
| 2. priceless | 21. retroactive |
| 3. stave | 22. declivity |
| 4. conscientious | 23. sapient |
| 5. sportive | 24. piscatorial |
| 6. irony | 25. sudorific |
| 7. frustrate | |
| 8. exaltation | |
| 9. philanthropy | |
| 10. mosaic | |
| 11. disproportionate | |
| 12. flaunt | |
| 13. apish | |
| 14. depredation | |
| 15. infuse | |
| 16. swaddle | |
| 17. avarice | |
| 18. perfunctory | |
| 19. drabble | |

¹ North Dakota Placement Test, English Training, First Series, Form A.

Vocabulary

"The words below are for the most part taken from the vocabulary sections of well known English placement tests for college freshmen; therefore every student who expects soon to enter college should review this list."¹

traverse	hypothesis	proximity	abrogate
specific	euphonious	aspiration	scathing
comely	analogous	symmetry	disparage
temperate	labyrinth	plausible	reprehensible
sinuous	infamous	sanction	smug
posthumous	nocturnal	reputable	tawdry
consummate	effigy	scrutiny	cycle
noxious	loath	guild	ribald
lichen	appraisal	pastoral	lascivious
bovine	facility	impromptu	pedantry
intrinsic	sagacity	mobile	ephemeral
sophistication	caricature	coherent	strident
nascent	synonymous	resuscitate	implacable
squalor	prig	partisan	ensconced
profuse	insidious	heritage	succinct
somber	denison	carnal	iteration
cult	veracious	raze	percolate
paroxym	sanguinary	amateur	perspicuity
impact	adulation	pliant	obsession
orgy	itinerary	puerile	portentous
divert	cosmic	candor	aberration
parasite	cognate	dissent	soporific
shrewish	arbitrary	conformity	acrid
felicitous	diurnal	anthithesis	credulous
babel	sporadic	progeny	proscription
palpable	moot	dogma	condone
redolent	avid	florid	salutary
inhibit	palliate	passive	equivocal
phlegmatic	crass	hallow	ingenuous
contingency	anomalous	haggle	probity

¹ Walsh and Walsh, 1935, Review for Mastery in English, p. 62.

celibate	extirpate	extricate	adversary
agnostic	abstruse	corroberate	arrogance
efficacy	tangible	philanthropist	disconsolate
chicanery	sedative	diploclmacy	exquisite
prosaic	nurture	fidelity	harbinger
paradox	somnolent	antipathy	impediment
prejudice	gyration	obvious	inundation
cupidity	antic	fallacious	luxurious
imminent	deduce	dilemma	malediction
capricious	gratuitous	infectious	manifest
cant	protagonist	bigotry	refractory
turgid	wistful	sequence	sumptuous
aphorism	specious	anonymous	unwieldy
mordant	sedulous	superfluity	admonition
ubiquitous	vitiate	typical	adverse
sensuous	halcyon	essayed	agitated
sentient	callow	decade	antiquated
polemic	obstinately	felicity	apparition
transpire	conspicuous	dissipated	cognomen
laudable	incredible	menace	credence

CHAPTER VI

TABLES, CONCLUSIONS, AND SUGGESTIONS

The Otis Self-Administering Test, the Sones-Harry Achievement Test, and the Breitwieser Vocabulary Test were given to thirty-eight high school seniors in the experimental group. Form A of each test was used in December. The results of these tests and the average of the students' class grades up to that time are given in Table I. The scores for the students taking the regular English IV composition course are repeated in Table II, and those for the group taking the vocabulary course are repeated in Table III.

Form B of each of these tests was given in May. The results of the tests and the average grades for this semester are given in Tables IV, V, and VI, arranged as were the December scores in Tables I, II, III.

The grades made in high school by each student up to the time of the experiment were averaged for comparison with grades made during the experiment. Since there are, in the training school, different teachers for each class and different supervisors for each subject the grades submitted are not affected by the judgment of any one teacher.

The coefficients of correlation are given in Table VII as are the averages of the scores in Tables II, III, V, and VI.

Table 1.-- Test Scores and Class Grades - English IV

December, 1936

	1. Otis Self-Administering Test	2. Sones-Harry Achievement Test	3. Breitwieser Vocabulary Test	Average of Grades 9-10-11
1. Abrahamson, Roy	101	138	65.33	86
2. Annes, Dorothy	83	25	40	79
3. Bennell, Robert	110	279	64	87
4. Benno, Frank	107	215	48	75
5. Bjornson, Hjalmer	107	57	36	78
6. Blom, Richard	113	278	68	90
7. Carlson, Vernon	115	283	66.67	91
8. Chatfield, Kenneth	103	149	57.34	78
9. Davick, Eunice	109	132	64	90
10. Davick, Ormond	116	236	72	80
11. Edinger, Esther	122	232	68	91
12. Etheridge, Ellis	95	185	45.34	79
13. Hammer, Norma	111	205	62.67	87
14. Huizenga, Alice	101	254	68	87
15. Jeanotte, Marie	111	206	58.67	81
16. Johnson, Neoma	107	142	56	80
17. Jones, Donald	101	88	57.34	78
18. Martinson, Ethel	117	298	69.34	91
19. Mathison, Alta Mae	115	330	68	94
20. Miller, Vernice	121	306	56	93
21. Molesberry, Robert	111	142	56	87
22. Nelson, Gertrude	80	97	44	79
23. Newman Wayne	97	88	45.34	75
24. Olson, Lawrence	119	204	61.34	75
25. Olson, Vernon	103	92	61.34	72
26. Polka, Frederick	91	153	62.67	82
27. Rennick, Emma	96	148	49.34	86
28. Rock, Marguerite	96	185	64	87
29. Rom, Vernon	113	150	56	88
30. Simonson, Wyota	104	167	62.67	81
31. Sholaas, Ruby	106	145	66.67	83
32. Southers, Clifford	87			77
33. Stearns, Lorraine	119	169	68	88
34. Torgerson, Delvyn	97	40	41.34	77
35. Underdahl, Elvin	110	276	68	83
36. Watland, Jeanette	80	86	25.34	80
37. Wood, Marjorie	119	309	64	91
38. Zothman, Ruth	105	218	57.34	90

1 Otis Self-Administering Tests of Mental Ability for Intermediate and Higher Examinations. Form A.

2 Sones-Harry High School Achievement Test. Form A.

Table II.--- Test Scores and Class Grades

Section A - Regular English Composition

December, 1936

	Otis-Self- Administer- ing Test	Sones-Harry Achievement Test	Breitwieser Vocabulary Test	Average of Grades 9-10-11
1. Benno, Frank	107	215	48	75
2. Blom, Richard	113	278	68	90
3. Chatfield, Kenneth	103	149	57.34	78
4. Davick, Eunice	109	132	64	90
5. Davick, Ormond	116	236	72	80
6. Edinger, Esther	122	232	68	91
7. Huizenga, Alice	101	254	68	87
8. Johnson, Neoma	107	142	56	80
9. Jones, Donald	101	88	57.34	78
10. Miller, Vernice	121	306	56	93
11. Newman, Wayne	97	88	45.34	75
12. Olson, Vernon	103	92	61.34	75
13. Rennick, Emma	96	148	49.34	86
14. Rock, Marguerite	96	185	64	87
15. Rom, Vernon	113	150	56	88
16. Sholaas, Ruby	106	145	66.67	83
17. Torgerson, Delvyn	97	40	41.34	77
18. Underdahl, Elvin	110	276	68	83
19. Watland, Jeanette	80	86	25.34	80

Average

105.1

170.6

57.47

83

Table III.-- Test Scores and Class Grades

Section B - Vocabulary and English Composition

December, 1936

	Otis Self- Administer- ing Test	Sones-Harry Achievement Test	Breitwieser Vocabulary Test	Average of Grades 9-10-11
1. Abrahamson, Roy	101	138	65.33	86
2. Annes, Dorothy	83	25	40	79
3. Bennell, Robert	110	279	64	87
4. Bjornson, Hjalmer	107	57	36	78
5. Carlson, Vernon	115	283	66.67	91
6. Etheridge, Ellis	95	185	45.34	79
7. Hammer, Norma	111	205	62.67	87
8. Jeanotte, Marie	111	206	58.67	81
9. Martinson, Ethel	117	298	59.34	91
10. Mathison, Alta Mae	115	330	68	94
11. Molesberry, Robert	111	140	56	83
12. Olson, Lawrence	119	204	51.34	75
13. Nelson, Gertrude	80	97	44	79
14. Polka, Frederick	91	153	62.67	82
15. Southera, Clifford	87		70.67	77
16. Simonson, Wyota	104	167	62.67	81
17. Stearns, Lorraine	119	169	68	88
18. Wood, Marjorie	119	309	64	90
19. Zothman, Ruth	105	218	57.34	90

Average

105

180.68 58.3

84

Table IV.-- Test Scores and Class Grades - English IV
May, 1937

	Otis Self- Administer- ing Test	Sones-Harry Achievement Test	Breitwieser Vocabulary Test	Average of Grades 9-10-11
1. Abrahamson, Roy	107	144	60	91
2. Annes, Dorothy	84	58	46.67	78
3. Bennell, Robert	116	208	66.67	88
4. Benno, Frank	113	165	43	75
5. Bjornson, Hjalmer	79	52	43	77
6. Blom, Richard	119	293	69.34	90
7. Carlson, Vernon	125	280	76	85
8. Chatfield, Kenneth	108	155	61.34	80
9. Davick, Eunice	104	198	68	90
10. Davick, Ormond	115	266	72	80
11. Edinger, Esther	124	247	72	96
12. Etheridge, Ellis	95	163	74.67	78
13. Hammer, Norma	115	241	68	90
14. Huizenga, Alice	111	318	64	92
15. Jeanotte, Marie	110	198	66.67	75
16. Johnson, Neoma	102	196	65.34	79
17. Jones, Donald	104	109	60	83
18. Martinson, Ethel	118	276	68	94
19. Mathison, Alta Mae	114	251	68	96
20. Miller, Vernice	123	346	66.67	96
21. Molesberry, Robert	112	177	77.34	85
22. Nelson, Gertrude	85	103	46.67	84
23. Newman, Wayne	94	63	52	75
24. Olson, Lawrence	125	309	73.34	88
25. Olson, Vernon	105	112	60	66
26. Polka, Frederick	94	213	64	84
27. Rennick, Emma	91	143	57.34	85
28. Rock, Marguerite	102	127	61.34	84
29. Rom, Vernon	110	248	52	93
30. Simonson, Wyota	112	256	61.34	90
31. Sholaas, Ruby	94	149	50.67	85
32. Southers, Clifford	96	113	68	92
33. Stearns, Lorraine	119	195	66.67	85
34. Torgerson, Delvyn	92	29	34.67	80
35. Underdahl, Elvin	119	338	68	84
36. Watland, Jeanette	86	49	40	83
37. Wood, Marjorie	127	346	68	95
38. Zothman, Ruth	104	251	65.34	91

Form B. of each test was used.

Table V.-- Test Scores and Class Grades

Section A - Regular English Composition

May, 1937

	Otis Self- Administer- ing Test	Sones-Harry Achievement Test	Breitwieser Vocabulary Test	Average of Grades 9-10-11
1. Benno, Frank	113	165	43	75
2. Blom, Richard	119	293	69.34	90
3. Chatfield, Kenneth	108	155	61.34	80
4. Davick, Eunice	104	198	68	90
5. Davick, Ormond	115	266	72	80
6. Edinger, Esther	124	247	72	96
7. Huizenga, Alice	111	318	64	92
8. Johnson, Neoma	102	198	65.34	79
9. Jones, Donald	104	109	60	83
10. Miller, Vernice	123	346	66.67	96
11. Newman, Wayne	94	63	52	75
12. Olson, Vernon	105	112	60	66
13. Rennick, Emma	91	143	57.34	85
14. Rock, Marguerite	102	127	61.34	84
15. Rom, Vernon	110	248	52	93
16. Sholaas, Ruby	94	149	50.67	85
17. Torgerson, Delvyn	92	29	34.67	80
18. Underdahl, Elvin	119	338	68	84
19. Watland, Jeanette	86	49	40	83

Average

106.1

186.8

58.6

84

Table VI.-- Test Scores and Class Grades

Section B - Vocabulary and English Composition

May, 1937

	Otis Self- Administer- ing Test	Bones-Harry Achievement Test	Breitwieser Vocabulary Test	Average of Grades 9-10-11
1. Abrahamson, Roy	107	144	60	91
2. Annes, Dorothy	84	58	46.67	78
3. Benell, Robert	116	208	66.67	88
4. Bjornson, Hjalmer	79	52	43	77
5. Carlson, Vernon	125	280	76	85
6. Etheridge, Ellis	95	163	74.67	78
7. Hammer, Norma	115	241	68	90
8. Jeanotte, Marie	110	198	66.67	75
9. Martinson, Ethel	118	236	68	94
10. Mathison, Alta Mae	114	251	68	96
11. Molesberry, Robert	112	177	77.34	85
12. Olson, Lawrence	125	307	73.34	88
13. Nelson, Gertrude	85	103	46.67	84
14. Polka, Frederick	94	213	64	84
15. Southers, Clifford	96	113	68	90
16. Simonson, Wyota	112	256	61.34	92
17. Stearns, Lorraine	119	195	66.67	85
18. Wood, Marjorie	127	346	68	95
19. Zothman, Ruth	104	251	65.34	91

Average

107.2

210.7

64.6

86.6

Coefficients of Correlation

December, 1936 Tests - Table I

Breitwieser Vocabulary - Otis Self-Administering	- .71 ± .05
Breitwieser Vocabulary - Sones-Harry Achievement	- .65 ± .06
Breitwieser Vocabulary - Class Grades	- .52 ± .08

May, 1937 Tests - Table II

Breitwieser Vocabulary - Otis Self-Administering	- .71 ± .05
Breitwieser Vocabulary - Sones-Harry Achievement	- .67 ± .06
Breitwieser Vocabulary - Class Grades	- .46 ± .08

May, 1937 - Table III and Table IV

Section A (Students who did not take special vocabulary)	
Vocabulary-Otis	.66 ± .08
Section B (Students taking vocabulary)	
Vocabulary-Otis	.76 ± .06

In Table I and Table II

The correlations between word knowledge and measures of intelligence and achievement are high. It substantiates the general notion that vocabulary correlates with intelligence and with school achievements. It may indicate that a test such as the Breitwieser vocabulary test can be used as a diagnostic measure and for selective purposes.

The correlation in Table I and II do not suggest any conclusions, since so few students were involved, and the differences are not three or four times the probable error. However, the difference may mean that vocabulary and I. Q. correlate more highly when there has been a special effort to learn vocabulary.

Since the correlation between word knowledge and class grades is low it would indicate that standard tests of intelligence and achievement are superior measures as a basis for promotion.

Conclusions Based On Tables

A comparison of Table II with Table V and Table III with Table VI shows a slight increase in the average scores and class grades of both sections in the experiment. Section B, the section taking the vocabulary course, shows a slightly higher increase in average scores and grades than does the other section.

The difference in the increase in scores is not great enough to lead to any definite conclusions. However, since there is such a difference, and since the gain is consistent in all tests there seems to be some evidence that a vocabulary course will improve the scholastic ability of high school students.

The experiment is too limited in number of cases and time to be the basis for definite conclusions but the results do seem to indicate that further experimentation is justifiable.

General Conclusions

A class in vocabulary can be made as interesting as any other class in high school. Students from the sections of English IV not taking the course repeatedly asked to be transferred. The following are some of the arguments they presented for desiring to change:

1. They needed to take word study because they didn't know meanings well.
2. They thought the course much more interesting than other English courses.

3. They had trouble with history because they didn't understand the text.
4. They thought it was fun to talk about words they heard over the radio.
5. They heard so much about vocabulary they would like to study it.
6. The vocabulary class had fun.
7. It was easier for the pupils in the vocabulary section to get their lessons.

Such a course apparently appeals to the bright and to the slow student equally. In the experiment the students contributed their own word lists, so individual differences were to some extent adjusted. Usually all were required to submit definitions for their own lists and present them to the class. No arbitrary number of words were required although a minimum number was usually set. Thus the bright student could be doing as much work as his abilities permitted and the slower student benefited from his own and other word lists.

Unusual words are of value only incidentally or for motivation. Words that may immediately become a part of the student's vocabulary or those already in his vocabulary and only vaguely known are of real value.

No word lists are as interesting or as valuable as those compiled by the students in accordance with their immediate needs. The same words will occur in several individual lists when sources are designated. Hence the assignments are of mutual interest and benefit.

In word study the reassigning of words does not lessen interest in them. Repeating them in the new assignment stimulates interest. Familiarity with a word gives the student confidence. Several contacts with a word increases his facility in using it which is gratifying and stimulating to the individual.

Teachers in other subjects can and will cooperate with a teacher of vocabulary by setting standards in comprehension and by selecting words for study. They can also motivate the work by directing attention to interesting detail which understood only through knowing and comprehending meanings of words.

Informal and socialized recitations are suitable for classes in vocabulary, for it is by enthusiastic discussion and by using and repeating the words in various constructions that they become familiar.

A study of language and words arouses interest and creates pride in foreign languages and in personal history. Children seem inclined to be ashamed of their foreign backgrounds and in some instances deny knowing a foreign language.

A word must be studied several times and in various ways such as:

1. Recognized by pupil as a problem.
2. Defined and illustrated.
3. Studied in compilations.
4. Reviewed for test.
5. Used in sentences, in nonsense compositions, etc.
6. Repeated in assignments or incidentally.

In this experiment the words for the most part were selected by the students from their respective assignments. They were then presented to the class with definitions or as a class dictionary exercise. If definitions were submitted they were collected by the teacher and given to the students for study as in Sample Lesson, page 38. They were then reviewed, by each student bringing before the class those definitions not clear to him. The words were then studied for a test.

The following techniques may be profitably employed in teaching vocabulary:

1. Securing the definition of words from the dictionary with direction and help from the teacher.
2. Studying the etymology of the word to secure knowledge of the root and make the meaning clear.
3. Studying word combinations and compound words.
4. Studying prefixes, roots, and suffixes.
5. Using effective words to express specific meaning.
6. Informal and incidental teaching of words in context.
7. Matching words with synonyms and definitions.
8. Using vocabulary tests for motivation and source material.
9. Grouping words in families.
10. Writing conversation and dialogue for practice in the use of acquired words.
11. Reading and studying histories of individual words.
12. Stimulating curiosity and encouraging questions about words.

13. Directing attention to errors in the students' use of words and to excellent vocabularies of radio speakers, teachers, etc.
14. Posting on bulletin board editorials, news stories, articles, etc., about words.
15. Putting into the hands of each student a bibliography of words.

No single text or word list is adequate for vocabulary study. The course must be flexible and directly related to the students' every day problems and interests. A word that a student brings before the class remains his problem and he invariably is more interested in his words than in the rest of the assignment. Likewise he retains that interest for days until the word is learned.

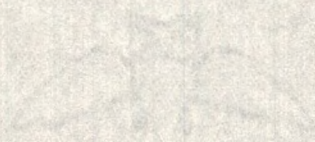
Suggestions

A vocabulary course in high school should be expanded and be continuous throughout the four years. Word Building should be a course in itself and might perhaps be the basis for a vocabulary course in grade nine or ten. Likewise, the History of Words might be the motivation for vocabulary studies in grade ten or eleven.

In expanding the course, pronunciation, spelling, and word usage should be included for formal study.

Credit should be given for the course in vocabulary either as a separate course or as English.

Finally, under no condition should the words be derived from any prepared lists or texts. The course, to be of the greatest value, must grow out of the immediate needs of the individual student.



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* These may be had free upon request.

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APPENDIX

80050

OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY

By ARTHUR S. OTIS

Formerly Development Specialist with Advisory Board, General Staff, United States War Department

HIGHER EXAMINATION: FORM A

20

For High Schools and Colleges

Score.....

Read this page. Do what it tells you to do.

Do not open this paper, or turn it over, until you are told to do so. Fill these blanks, giving your name, age, birthday, etc. Write plainly.

Name.....Age last birthday.....years
First name, initial, and last name

Birthday.....Class.....Date.....19....
Month Day

School or College.....City.....

This is a test to see how well you can think. It contains questions of different kinds. Here is a sample question already answered correctly. Notice how the question is answered:

Which one of the five words below tells what an apple is?

1 flower, 2 tree, 3 vegetable, 4 fruit, 5 animal.....(4)

The right answer, of course, is "fruit"; so the word "fruit" is underlined. And the word "fruit" is No. 4; so a figure 4 is placed in the parentheses at the end of the dotted line. This is the way you are to answer the questions.

Try this sample question yourself. Do not write the answer; just draw a line under it and then put its number in the parentheses:

Which one of the five words below means the opposite of north?

1 pole, 2 equator, 3 south, 4 east, 5 west.....()

The answer, of course, is "south"; so you should have drawn a line under the word "south" and put a figure 3 in the parentheses. Try this one:

A foot is to a man and a paw is to a cat the same as a hoof is to a — what?

1 dog, 2 horse, 3 shoe, 4 blacksmith, 5 saddle.....()

The answer, of course, is "horse"; so you should have drawn a line under the word "horse" and put a figure 2 in the parentheses. Try this one:


At four cents each, how many cents will 6 pencils cost?.....()

The answer, of course, is 24, and there is nothing to underline; so just put the 24 in the parentheses. If the answer to any question is a number or a letter, put the number or letter in the parentheses without underlining anything. Make all letters like printed capitals.

The test contains 75 questions. You are not expected to be able to answer all of them, but do the best you can. You will be allowed half an hour after the examiner tells you to begin. Try to get as many right as possible. Be careful not to go so fast that you make mistakes. Do not spend too much time on any one question. No questions about the test will be answered by the examiner after the test begins. Lay your pencil down.

Do not turn this page until you are told to begin.

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27. The opposite of awkward is (?)
 1 strong, 2 pretty, 3 short, 4 graceful, 5 swift. ()
28. A mother is always (?) than her daughter.
 1 wiser, 2 taller, 3 stouter, 4 older, 5 more wrinkled. ()
29. Which one of the six statements below tells the meaning of the following proverb? "The burnt child dreads the fire." ()
1. Frivolity flourishes when authority is absent.
 2. Unhappy experiences teach us to be careful.
 3. A thing must be tried before we know its value.
 4. A meal is judged by the dessert.
 5. Small animals never play in the presence of large ones.
 6. Children suffer more from heat than grown people.
30. Which statement above explains this proverb? "When the cat is away, the mice will play." ()
31. Which statement above explains this proverb? "The proof of the pudding is in the eating." ()
32. If the settlement of a difference is made by mutual concession, it is called a (?)
 1 promise, 2 compromise, 3 injunction, 4 coercion, 5 restoration. ()
33. What is related to disease as carefulness is to accident?
 1 doctor, 2 surgery, 3 medicine, 4 hospital, 5 sanitation. ()
34. Of the five things below, four are alike in a certain way. Which is the one not like these four?
 1 smuggle, 2 steal, 3 bribe, 4 cheat, 5 sell. ()
35. If 10 boxes full of apples weigh 400 pounds, and each box when empty weighs 4 pounds, how many pounds do all the apples weigh? ()
36. The opposite of hope is (?)
 1 faith, 2 misery, 3 sorrow, 4 despair, 5 hate. ()
37. If all the odd-numbered letters in the alphabet were crossed out, what would be the tenth letter not crossed out? Print it. *Do not mark the alphabet.*
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z. ()
38. What letter in the word SUPERFLUOUS is the same number in the word (counting from the beginning) as it is in the alphabet? Print it. ()
39. What people say about a person constitutes his (?)
 1 character, 2 gossip, 3 reputation, 4 disposition, 5 personality. ()
40. If $2\frac{1}{2}$ yards of cloth cost 30 cents, how many cents will 10 yards cost? ()
41. If the words below were arranged to make a good sentence, with what letter would the second word of the sentence begin? Make it like a printed capital.
 same means big large the as. ()
42. If the first two statements following are true, the third is (?) George is older than Frank.
 James is older than George. Frank is younger than James.
 1 true, 2 false, 3 not certain. ()
43. Suppose the first and second letters in the word CONSTITUTIONAL were interchanged, also the third and fourth letters, the fifth and sixth, etc. Print the letter that would then be the twelfth letter counting to the right. ()
44. One number is wrong in the following series. What should that number be?
 0 1 3 6 10 15 21 28 34. ()
45. If $4\frac{1}{2}$ yards of cloth cost 90 cents, how many cents will $2\frac{1}{2}$ yards cost? ()
46. A man's influence in a community should depend upon his (?)
 1 wealth, 2 dignity, 3 wisdom, 4 ambition, 5 political power. ()
47. What is related to few as ordinary is to exceptional?
 1 none, 2 some, 3 many, 4 less, 5 more. ()
48. The opposite of treacherous is (?)
 1 friendly, 2 brave, 3 wise, 4 cowardly, 5 loyal. ()
49. Which one of the five words below is most unlike the other four?
 1 good, 2 large, 3 red, 4 walk, 5 thick. ()
50. If the first two statements following are true, the third is (?) Some of Brown's friends are Baptists. Some of Brown's friends are dentists. Some of Brown's friends are Baptist dentists.
 1 true, 2 false, 3 not certain. ()
51. How many of the following words can be made from the letters in the word LARGEST, using any letter any number of times?
 great, stagger, grasses, trestle, struggle, rattle, garage, strangle. ()
52. The statement that the moon is made of green cheese is (?)
 1 absurd, 2 misleading, 3 improbable, 4 unfair, 5 wicked. ()

OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY

By ARTHUR S. OTIS

Formerly Development Specialist with Advisory Board, General Staff, United States War Department

HIGHER EXAMINATION: FORM B

20

For High Schools and Colleges

Score.....

Read this page. Do what it tells you to do.

Do not open this paper, or turn it over, until you are told to do so. Fill these blanks, giving your name, age, birthday, etc. Write plainly.

Name.....Age last birthday.....years
First name, initial, and last name

Birthday.....Class.....Date.....19....
Month Day

School or College.....City.....

This is a test to see how well you can think. It contains questions of different kinds. Here is a sample question already answered correctly. Notice how the question is answered:

Which one of the five words below tells what an apple is?

1 flower, 2 tree, 3 vegetable, 4 fruit, 5 animal.....(4)

The right answer, of course, is "fruit"; so the word "fruit" is underlined. And the word "fruit" is No. 4; so a figure 4 is placed in the parentheses at the end of the dotted line. This is the way you are to answer the questions.

Try this sample question yourself. Do not write the answer; just draw a line under it and then put its number in the parentheses:

Which one of the five words below means the opposite of north?

1 pole, 2 equator, 3 south, 4 east, 5 west.....()

The answer, of course, is "south"; so you should have drawn a line under the word "south" and put a figure 3 in the parentheses. Try this one:

A foot is to a man and a paw is to a cat the same as a hoof is to a — what?

1 dog, 2 horse, 3 shoe, 4 blacksmith, 5 saddle.....()

The answer, of course, is "horse"; so you should have drawn a line under the word "horse" and put a figure 2 in the parentheses. Try this one:

At four cents each, how many cents will 6 pencils cost?.....()

The answer, of course, is 24, and there is nothing to underline; so just put the 24 in the parentheses. If the answer to any question is a number or a letter, put the number or letter in the parentheses without underlining anything. Make all letters like printed capitals.

The test contains 75 questions. You are not expected to be able to answer all of them, but do the best you can. You will be allowed half an hour after the examiner tells you to begin. Try to get as many right as possible. Be careful not to go so fast that you make mistakes. Do not spend too much time on any one question. No questions about the test will be answered by the examiner after the test begins. Lay your pencil down.

Do not turn this page until you are told to begin.

26. Which one of these five things is most unlike the other four?
1 nut, 2 turnip, 3 rose, 4 apple, 5 potato..... ()
27. Sanitation is related to disease as (?) is to accident.
1 doctor, 2 hospital, 3 bandage, 4 cleanliness, 5 care..... ()
28. The two words pertinent and permanent mean (?)
1 the same, 2 the opposite, 3 neither same nor opposite..... ()
29. The opposite of loyal is (?)
1 treacherous, 2 enemy, 3 thief, 4 coward, 5 jealous..... ()
30. Count each Y in this series that is followed by an E next to it if the E is not followed by an S next to it. Tell how many Y's you count.
Y E Y S F Z Y E S Z E Y E E S F Z S Y E F Y E S E Y Z E Y E Z..... ()
31. If a boy can run at the rate of 5 feet in $\frac{1}{8}$ of a second, how many feet can he run in 10 seconds?..... ()
32. Which one of the six statements below explains the following proverb? "An ounce of discretion is worth a pound of wit."..... ()
1. Storms wreck many ships.
 2. Food is seldom as well cooked as it might be.
 3. It is easy to appear wise after an event has happened.
 4. It is easier to keep out of trouble than to lie out of it.
 5. Leadership is easy when all goes well.
 6. Division of responsibility brings poor results.
33. Which statement explains this proverb? "Too many cooks spoil the broth."..... ()
34. Which statement explains this proverb? "In a calm sea every man is a pilot."..... ()
35. If the words below were rearranged to make a good sentence, the last word of the sentence would begin with what letter? Print the letter as a capital.
preparation training life A excellent an college is for..... ()
36. If the first two statements following are true, the third is (?) George is younger than Frank. James is younger than George. Frank is older than James.
1 true, 2 false, 3 not certain..... ()
37. One who pretends to be what he is not is said to be (?)
1 sensitive, 2 artless, 3 vain, 4 hypocritical, 5 prejudiced..... ()
38. The opposite of abolish is (?)
1 alter, 2 create, 3 continue, 4 destroy, 5 change..... ()
39. If $2\frac{1}{2}$ yards of cloth cost \$2, how many dollars will 10 yards cost?..... ()
40. Which of the five things following is most unlike the other four?
1 ax, 2 knife, 3 razor, 4 hammer, 5 shears..... ()
41. Sunlight is to darkness as (?) is to stillness.
1 quiet, 2 sound, 3 dark, 4 loud, 5 moonlight..... ()
42. The opposite of fickle is (?)
1 silly, 2 constant, 3 stationary, 4 solid, 5 sober..... ()
43. If the first two statements following are true, the third is (?) Some of our citizens are Methodists. Some of our citizens are doctors. Some of our citizens are Methodist doctors.
1 true, 2 false, 3 not certain..... ()
44. If $3\frac{1}{2}$ yards of cloth cost 70 cents, how many cents will $2\frac{1}{2}$ yards cost?..... ()
45. A point is to a line as a line is to (?)
1 surface, 2 pencil, 3 dot, 4 curve, 5 solid..... ()
46. The two words superfluous and requisite mean (?)
1 the same, 2 the opposite, 3 neither same nor opposite..... ()
47. One can measure a city block — by pacing.
1 evenly, 2 carefully, 3 cautiously, 4 approximately, 5 correctly..... ()
48. Suppose that the first and second letters of the alphabet were interchanged, also the third and fourth, the fifth and sixth, etc. Write the letter which would then be the eighteenth letter of the series..... ()
49. If a strip of cloth 36 inches long will shrink to 33 inches when washed, how many inches long will a 48-inch strip be after shrinking?..... ()
50. Which one of the five words following is most unlike the other four?
1 strong, 2 bad, 3 ripe, 4 round, 5 come..... ()
51. A home always has (?)
1 a mother, 2 hearth, 3 congeniality, 4 familiarity, 5 music..... ()

SONES-HARRY HIGH SCHOOL ACHIEVEMENT TEST

By W. W. D. SONES

Professor of Education and Director of Erie Center, University of Pittsburgh

and DAVID P. HARRY, JR.

Associate Professor of Education, Graduate School, Western Reserve University

A

TEST: FORM A

For Secondary Schools and College Entrance

not open this booklet, or turn it over, until you are told to do so. Fill these blanks, giving your name, age, etc. Write plainly.

me. Date 19.....
(First name, initial, last name)

e. years. months Teacher

ss. School or college City

at course are you taking in high school?
(academic, commercial, general, scientific, etc.)

at is your major field in college?
(English, math., social studies, science, etc.)

w many half years have you had in the following subjects? (Include the present semester.)

	H. S.	College		H. S.	College
English	()	()	Mathematics	()	()
Natural Science (Gen. Sci., Biology, Chemistry, Physics) . ()	()	()	Social Studies (History, Eco- nomics, Civics, etc.) ()	()	()

GENERAL DIRECTIONS. This test has four parts: Language and Literature, Mathematics, Natural Science, Social Studies. You take one part at a time. Each part has several sections. The directions are printed at the beginning of each section. Read them carefully and proceed at once to answer the questions. You are not expected to answer all the questions in any section. Do your best, but do not stay long on any one section or question. If you have finished any part before the time is up, do not go ahead to the next part but go back and be sure your answers are correct. If the time is up before you finish a part, stop working on it and proceed at once to the next part. *no questions* after the examination has begun.

The First Part is Language and Literature. The time is 40 minutes. Begin.

SEC- TIONS	SCORE			
	I LANG.- LIT.	II MATH.	III NAT. SCI.	IV SOC. STUD.
A				
B				
C				
D				
E				
F				
G				
H				
I		×		
J		×		
K		×	×	×
L		×	×	×
M		×	×	×
N		×	×	×
O		×	×	×
P		×	×	×
Totals				

Published by World Book Company, Yonkers-on-Hudson, New York, and Chicago, Illinois

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PART I. LANGUAGE AND LITERATURE

SECTION A. CORRECT AND FAULTY USE OF ENGLISH

Score I, A ()

DIRECTIONS. Some of the following sentences are correct, and some are faulty. In the parentheses after each sentence write a plus (+) if it is correct or a zero (0) if it is faulty. The samples are correctly marked.

- SAMPLES. Stop that and leave me alone! (0)
 Every one of us girls thinks she is mean (+)
1. They left the neighbors and he at home () 1
 2. He would carry neither life nor accident insurance () 2
 3. Tom, Dick, and myself went to the game () 3
 4. Each of the houses were sold yesterday () 4
 5. Has the school bell rang yet? () 5
 6. Bring me the book which is on the table () 6
 7. The substitute resembles the original very closely () 7
 8. You no sooner get upstairs than the cat wants out () 8
 9. This is just between the three of us () 9
 10. He does not drive as he should () 10

SECTION B. WORD MEANING

Score I, B ()

DIRECTIONS. Think of the meaning of each word at the left. Select the word in each line that means the same as the word at the left and write its number in the parentheses.

- | | | | | | |
|-------------------|-------------|----------------|----------------------|-----------------|--------|
| <i>specific</i> | 1 general | 2 definite | 3 regal | 4 unitary | () 11 |
| <i>frankly</i> | 1 candidly | 2 slowly | 3 roughly | 4 convincingly | () 12 |
| <i>fortitude</i> | 1 beauty | 2 honesty | 3 courage | 4 enthusiasm | () 13 |
| <i>audacious</i> | 1 wicked | 2 sensible | 3 cowardly | 4 daring | () 14 |
| <i>facile</i> | 1 fragile | 2 smooth | 3 brilliant | 4 joyous | () 15 |
| <i>cult</i> | 1 fanatic | 2 believer | 3 mystic | 4 sect | () 16 |
| <i>insidious</i> | 1 crafty | 2 fraudulent | 3 jealous | 4 envious | () 17 |
| <i>prosaic</i> | 1 poetic | 2 ill-tempered | 3 patterned | 4 commonplace | () 18 |
| <i>genus</i> | 1 beginning | 2 scholar | 3 class | 4 inventor | () 19 |
| <i>hypothesis</i> | 1 law | 2 proof | 3 tentative judgment | 4 demonstration | () 20 |

SECTION C. ABBREVIATIONS AND PREFIXES

Score I, C ()

DIRECTIONS. Think of the meaning of each expression in Column 2. Select the abbreviation or prefix (in Column 1) which gives the meaning and write its number in the parentheses. The sample is correctly marked.

COLUMN 1 (ABBREVIATIONS AND PREFIXES)

COLUMN 2 (EXPRESSIONS)

- | | |
|-----------|------------|
| 1. A.D. | 9. pro tem |
| 2. ad | 10. q. v. |
| 3. ante | 11. semi |
| 4. cf. | 12. sub |
| 5. circum | 13. trans |
| 6. et al. | 14. ult. |
| 7. i.e. | 15. viz. |
| 8. post | |

- SAMPLE. Before (3)
21. In the year of our Lord () 21
 22. Across () 22
 23. That is () 23
 24. Half () 24
 25. Around (about) () 25
 26. After () 26
 27. And others () 27
 28. For the time being () 28
 29. Refer to () 29
 30. See () 30

SECTION G. READING COMPREHENSION

Score I, G ()

DIRECTIONS. Read this paragraph carefully. Then read the questions below it. Each question refers to the italicized expression in the paragraph that has the same number as the question. In the parentheses after each question in Column 2 below write the number of the answer to it (from the Answer List in Column 1 below).

MAN ON HORSEBACK

Every time *the President* (51), the Secretary of War, or the Secretary of the Navy clamps the gag rule on a *high-ranking national defense officer* (52) who shoots over the Administration's head in an effort to sway the political judgment of the people, there is a *small but vigorous protest* (53) with *many allusions to free speech* (54). Then the admirals and generals subside and the government goes serenely on its way.

Lately *Marshal Foch* (55) enlivened his speeches upon public occasions with bursts of verbal machine-gun fire aimed at Communists and all other left-wing politicians.

Paul Painlevé came back with a gag order forbidding all army officers from expressing any political views whatever.

Is this wise? Let us see.

Deep in the heart of every free man is joy in the fact that through his chosen governors he orders the soldiery around as he pleases.

He's safe from the blandishments and cruelty of professional war makers looking for business.

His ancestors bore military tyranny (56) until they preferred death.

They died by millions to rule the military, and today's men do not like to be reminded of how easily their forefathers were bluffed.

(Editorial in *Collier's*, April, 1928)

COLUMN 1 (ANSWER LIST)

1. citizens with right to vote
2. generals and admirals
3. president of France
4. president of United States
5. infringement of constitutional right
6. rule by autocratic governors
7. criticism of government policy
8. non-interference of military officials in political affairs
9. symbol of militarism
10. French general
11. general public
12. independent thinkers

COLUMN 2 (QUESTIONS)

51. What is meant? () 51
52. This refers to whom? () 52
53. Who is protesting? () 53
54. What is implied? () 54
55. Who was he? () 55
56. What is the implication? () 56
57. What does the title represent? () 57
58. (Answer *Yes* or *No*.) Does the writer advocate unlimited freedom of speech? () 58

SECTION H. INTERNATIONAL AUTHORSHIP

Score I, H ()

DIRECTIONS. In the first parentheses after the name of each book in Column 3 write the number of its author from Column 1. In the second parentheses after each book in Column 3 write the number of its author's nationality from Column 2.

COLUMN 1 (AUTHORS)	COLUMN 2 (NATIONALITIES)	COLUMN 3 (BOOKS)
1. Cervantes	1. American	59-60. The Odyssey Author () 59
2. Dante	2. English	Nationality () 60
3. David	3. French	61-62. The Psalms Author () 61
4. Emerson	4. German	Nationality () 62
5. Goethe	5. Greek	63-64. Faust Author () 63
6. Homer	6. Hebrew	Nationality () 64
7. Hugo	7. Italian	65-66. Paradise Lost Author () 65
8. Ibsen	8. Norwegian	Nationality () 66
9. Milton	9. Russian	67-68. The Wild Duck Author () 67
10. Tolstoi	10. Spanish	Nationality () 68

SECTION K. LITERARY THEMES

Score I, K ()

DIRECTIONS. In the parentheses after each theme in Column 2 write the number of the literary product in Column 1 to which the theme refers.

COLUMN 1 (LITERARY PRODUCTS)	COLUMN 2 (LITERARY THEMES)
1. A Tale of Two Cities	79. A portrayal of the expulsion and exile of the Acadians.....() 79
2. David Copperfield	80. A portrayal of the New England conscience.....() 80
3. Evangeline	81. A portrayal of pirates, fights, and stirring adventures.....() 81
4. Ivanhoe	82. A portrayal of the Reign of Terror during the French Revolution...() 82
5. The Ancient Mariner	83. A portrayal by caricature of English common people of the early 19th century.....() 83
6. The Last of the Mohicans	
7. The Outcasts of Poker Flat	
8. The Scarlet Letter	
9. The Sir Roger de Coverley Papers	
10. Treasure Island	

SECTION L. TECHNICAL VOCABULARY OF LANGUAGE

Score I, L ()

DIRECTIONS. In the parentheses after each definition in Column 2 write the number of the term in Column 1 of which it is the definition.

COLUMN 1 (ANSWERS)	COLUMN 2 (DEFINITIONS)
1. clause	84. A group of connected words without a subject and predicate having the force of a single part of speech in the sentence.....() 84
2. colloquialism	85. The flow of language with a rise and fall appearing at intervals, creating a sense of melody and smoothness.....() 85
3. figure of speech	86. Undignified speech freely admitted into informal conversation and writing.....() 86
4. idiom	87. Distinction of a word denoting or referring to one or more than one.....() 87
5. mood	88. The word or words, with or without modifiers, construed as the nominative of the verb.....() 88
6. number	89. The classification of words according to their special function in a sentence.....() 89
7. part of speech	90. The choice of words by a writer which results in individual or characteristic expression.....() 90
8. person	91. The reference of the elements of a composition to a single main idea or point of view.....() 91
9. phrase	92. Distinction of form of a verb to express the manner in which the action or state it denotes is conceived.....() 92
10. predicate	93. A form of expression which deviates intentionally from the ordinary mode for the sake of more powerful, pleasing, or distinctive effect.....() 93
11. rhyme	
12. rhythm	
13. style	
14. subject	
15. unity	
16. voice	

SECTION O. AMERICAN AND ENGLISH AUTHORSScore *I, O* ()

DIRECTIONS. In the parentheses after the name of each book or poem in Column 2 write the number of the author in Column 1 who wrote it.

COLUMN 1 (AUTHORS)**COLUMN 2 (BOOKS AND POEMS)**

1. Austen	119. The Merchant of Venice ()	119
2. Bacon	120. The Fall of the House of Usher ()	120
3. Bryant	121. Hamlet ()	121
4. Burns	122. Tam o'Shanter ()	122
5. Byron	123. Evangeline ()	123
6. Chaucer	124. Pickwick Papers ()	124
7. Dickens	125. The Scarlet Letter ()	125
8. Goldsmith	126. The Sketch Book ()	126
9. Gray	127. The Vicar of Wakefield ()	127
10. Hawthorne	128. Pride and Prejudice ()	128
11. Irving	129. Thanatopsis ()	129
12. Keats	130. Childe Harold's Pilgrimage ()	130
13. Longfellow	131. The Rape of the Lock ()	131
14. Milton	132. Endymion ()	132
15. Poe	133. Lines Composed a Few Miles above Tintern Abbey ()	133
16. Pope		
17. Shakespeare		
18. Tennyson		
19. Whitman		
20. Wordsworth		

SECTION P. LITERARY INTERESTSScore *I, P* ()

DIRECTIONS. In the parentheses after each description of an interest or mood in Column 2 write the number of the author in Column 1 who can best help to satisfy it.

COLUMN 1 (AUTHORS)**COLUMN 2 (INTERESTS AND MOODS)**

1. Burns	134. Short stories of the mystery type ()	134
2. Carlyle	135. Poetry involving the homely and humorous aspects of life ()	135
3. Dickens	136. Novels of the adventurous type ()	136
4. Keats	137. Poems interpreting nature ()	137
5. Kipling	138. Satire on modern life in dramatic form ()	138
6. Mark Twain	139. Essays on the philosophy of history ()	139
7. Poe	140. Serious essays on various aspects of life ()	140
8. Ruskin		
9. Scott		
10. Shakespeare		
11. Shaw		
12. Stevenson		
13. Tennyson		
14. Wordsworth		

Solve for x and y : $\begin{cases} x - y = 3 \\ 3x + y = 7 \end{cases}$() 28

With x and y as variables and k as a constant, write the equation which shows that x varies inversely as y() 29

What is the log of 100?.....() 30

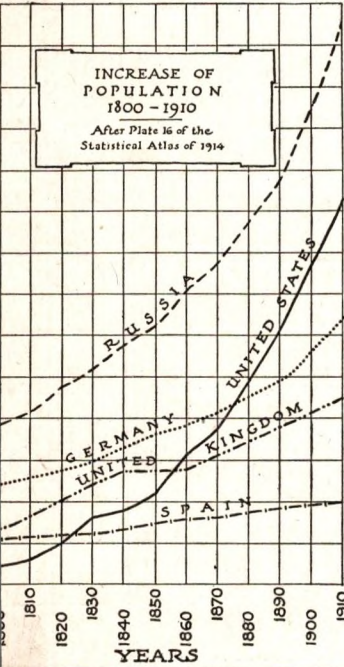
SECTION B. MATHEMATICAL CONCEPTS Score II, B ()

DIRECTIONS. In the parentheses after each statement in Column 2 write the number of the answer in Column 1 that best fits it. The sample is correctly marked.

COLUMN 1 (ANSWERS)	COLUMN 2 (STATEMENTS)
acute	SAMPLE. A line equal to half a diameter of a circle....(12)
angle	31. Lines that have the same direction() 31
axiom	32. A line from the center of a circle to the circumference.....() 32
congruent	33. Geometric figures that can be made to coincide() 33
diameter	34. A rectangle whose sides are equal() 34
exponent	35. Lines at right angles() 35
geometric line	36. The numbers 2, 3, and 4 in $a^2b^3c^4$() 36
geometric surface	37. The path of a moving geometric line.....() 37
parallel	38. The path of a moving geometric point() 38
perpendicular	39. A portion of a plane bounded by three or more straight line segments joined end to end() 39
polygon	40. The solution of an equation() 40
radius	
rectangle	
root	
square	
supplementary	

SECTION C. INTERPRETATION OF GRAPHS Score II, C ()

DIRECTIONS. Find in the graph the answer to each question and answer briefly.



- 41. Which curve has the steeper slope, that of the United Kingdom, Germany, or Spain?...() 41
- 42. State the approximate increase of population in the United States from 1800 to 1910.....() 42
- 43. What most striking event of 1855 is told by the graph?() 43
- 44. Which country had the greatest per cent of increase in population between 1800 and 1910?..() 44
- 45. What kind of graph is shown?.....() 45

SECTION F. FORMULAS FOR GEOMETRIC FIGURES

Score II, F ()

DIRECTIONS. In the parentheses after each statement in Column 2 write the number of the formula in Column 1 which you would use for it.

COLUMN 1 (FORMULAS)

COLUMN 2 (STATEMENTS)

1. $\frac{1}{2} rh$	SAMPLE. To find the area of a square whose side is r(//)
2. $r\sqrt{2}$	
3. $2\pi r$	61. To find the area of a triangle whose base is r and altitude h() 61
4. r^3	62. To find the circumference of a circle whose radius is r() 62
5. $\frac{4}{3}\pi r^3$	63. To find the volume of a cone whose altitude is h and the radius of whose base is r() 63
6. πr^2	64. To find the side of a cube whose volume is r() 64
7. $2\pi rh$	65. To find the volume of a sphere whose radius is r() 65
8. $\sqrt[3]{r}$	
9. $\pi r^2 h$	
10. $\frac{1}{3}\pi r^2 h$	
11. r^2	

SECTION G. IMPORTANT THEOREMS IN GEOMETRY

Score II, G ()

DIRECTIONS. In the parentheses after each geometric condition given below in Column 2 write the number of the result in Column 1 that could be proved by it.

COLUMN 1 (RESULTS)

COLUMN 2 (CONDITIONS)

1. angles equal	66. If two opposite sides are equal and parallel.....() 66
2. triangles congruent	67. If perpendicular to the same line.....() 67
3. triangles similar	68. If the sides are proportional.....() 68
4. lines perpendicular	69. If they have equal arcs.....() 69
5. lines parallel	70. If side-angle-side equal side-angle-side respectively.....() 70
6. quadrilateral is a parallelogram	71. If they are parallelograms with equal bases and altitudes.....() 71
7. parallelogram is a rectangle	72. If their central angles are equal.....() 72
8. two arcs equal (in same or equal circles)	73. If a tangent is drawn to the radius at point of contact.....() 73
9. two chords equal (in same or equal circles)	74. If corresponding parts of congruent triangles.....() 74
10. areas of polygons equivalent	75. If one angle is a right angle.....() 75

SECTION H. MATHEMATICAL FORMULAS

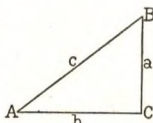
Score II, H ()

DIRECTIONS. In the parentheses after each formula in Column 2 write the number of the mathematical process in Column 1 that illustrates the formula or in which you would use the formula.

COLUMN 1 (PROCESSES)

COLUMN 2 (FORMULAS)

1. arithmetical progression	76. $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$() 76
2. binomial theorem	77. $S = \frac{n}{2}(a + l)$() 77
3. cosine of angle	78. $(a + b)^n = a^n + na^{n-1}b + \frac{n(n-1)}{2}a^{n-2}b^2 + \dots$() 78
4. geometrical progression	79. () $A = \frac{a}{b}$() 79
5. laws of exponents	80. () $B = \frac{a}{c}$() 80
6. logarithms	
7. quadratic equations	
8. simultaneous linear equations	
9. sine of angle	
10. tangent of angle	



SECTION D. GENERAL PRINCIPLES THAT EXPLAIN THE PHENOMENA OF NATURE

Score III, D ()

DIRECTIONS. Read the following principles in Column 1. Then, in the parentheses after each fact or phenomenon in Column 2 below, put the number of the principle in Column 1 that explains it.

COLUMN 1 (PRINCIPLES)

1. *Biological adaptation of form to function:* The body parts of organic forms are structurally adapted to the function each performs.
2. *Biogenesis:* All living matter is derived from preëxisting living matter. In general it resembles in nature and form that from which it was derived.
3. *Environmental adaptation:* There is a definite structural and functional relationship between living organisms and their natural habitat.
4. *Physical balance of life:* The fundamental bases of life and life activities are the forms of inorganic matter and energy.
5. *Biological balance:* In a natural environment the kind and quality of living forms is self-limited.
6. *Archimedes' Principle:* A body immersed in a fluid is buoyed up with a force equal to the weight of the fluid displaced.
7. *Boyle's Law:* The volume of a confined gas at constant temperature is inversely proportional to the pressure.
8. *Law of Gravitation:* Every particle of matter in the universe attracts every other particle of matter in the universe with a force directly proportional to the product of the masses and inversely proportional to the distance between them.
9. *Law of Machines:* Work input equals work output plus frictional losses.
10. *Pascal's Principle:* Pressure applied from without to an enclosed fluid is transmitted equally in all directions without loss, and acts with equal force on equal surfaces.
11. *Newton's Third Law:* Action and reaction are equal and in opposite directions.
12. *Charles' Law:* The volume of a confined gas under constant pressure is directly proportional to the temperature.
13. *Periodic Law:* The properties of the chemical elements are a periodic function of their atomic weights.
14. *Law of Conservation of Mass:* There is no change in the total mass of matter taking part in a chemical change.
15. *Law of Conservation of Energy:* Energy cannot be created or destroyed but can be transformed from one kind to another without loss.

COLUMN 2 (FACTS AND PHENOMENA)

- | | |
|---|--------|
| Well-filled balloons sometimes burst at high altitudes. | () 21 |
| Iron ships will float. | () 22 |
| Scientists can distinguish between carnivorous and herbivorous animals by the shape of their teeth | () 23 |
| Plants take in carbon dioxide from the air and water and minerals from the soil. | () 24 |
| The best remedy for insect enemies of agricultural plants is the importation of other animals that are their natural enemies. | () 25 |
| A balloon bursts when it is heated before the fire. | () 26 |
| The tides of the ocean consist of rise and fall of the water. | () 27 |
| Some automobiles are provided with "hydraulic brakes." It is said that they provide equal braking effect on each wheel. | () 28 |
| The ashes and waste gases of any quantity of fuel weigh the same as the weight of the original fuel and air consumed. | () 29 |
| It is possible for an engineer accurately to calculate the amount of heat, light, or mechanical force from a given amount of electric current if he knows what transformer is to be used. | () 30 |

TION H. SCIENCE STORIES

Score III, H ()

DIRECTIONS. In the following two science stories, on the line after each statement write the word that is omitted from the statement.

I. PART OF THE STORY OF THE FLOWER

- The flower is an organ which performs the function of () 51
- The male sex cell in the flower is produced by the organ called the () 52
- The female sex cell is produced by the organ called the () 53
- The process of distributing pollen is frequently aided by a class of living things called () 54
- The union of the sex cells is called () 55

II. PART OF THE STORY OF THE GREEN LEAF OF A PLANT

- The green leaves of plants manufacture a class of food substances called () 56
- The raw material taken from the soil in addition to minerals is () 57
- The green material which somehow controls the process is called () 58
- The gases taken from and returned to the atmosphere pass through openings called () 59

III. PART OF THE STORY OF THE CHEMICAL MAKE-UP OF MATTER

DIRECTIONS. Each statement in the following story is followed by several alternative answers. In the parentheses after each statement write the number of the answer that is correct.

- The smallest possible divisions of chemical elements as such are
1 molecules 2 atoms 3 electrons 4 planets () 60
- The atom is supposed to be formed like 1 a cube 2 a surface
3 a cylinder 4 a miniature solar system () 61
- The inner part of the atom, electrically, is 1 negative electricity
2 positive electricity 3 both 4 not charged () 62
- The outer particles in relation to the inner core are 1 at rest
2 moving in a straight line 3 revolving about it 4 both at rest
and in motion () 63
- When an atom loses any of its inner particles, it becomes 1 a different
element 2 a different compound 3 hydrogen 4 radium () 64
- The element used as the unit of valence in the atomic theory is
1 nitrogen 2 oxygen 3 hydrogen 4 electron () 65

PART IV. SOCIAL STUDIES

SECTION A. CIVIC INFORMATION

Score IV, A ()

DIRECTIONS. In the parentheses after each description in Column 2 put the number of the item in Column 1 that it describes.

COLUMN 1 (ANSWERS)	COLUMN 2 (DESCRIPTIONS)
1. Attorney-general	SAMPLE. The most important public officer in the
2. Cabinet	United States. (10)
3. Committees	1. The executive officer of most American cities. . . () 1
4. Democratic	2. The man who presides over the Senate. () 2
5. Federal	3. The body which hears cases involving disputes
6. Government	between states. () 3
7. Governor	4. Has the right to pardon and reprieve national
8. Mayor	prisoners. () 4
9. People	5. The most important public officer of the state. . . () 5
10. President	6. The agency set up by the citizens to carry out
11. Secretary of State	the objects for which they group themselves
12. Senate	together and to which is given the power of
13. State Legislature	enforcing obedience to the will of the com-
14. States	munity. () 6
15. United States Su-	7. The one who enforces the national laws. () 7
preme Court	8. The officer who advises the President in the
16. Vice President	conduct of foreign affairs. () 8
	9. The body that has the power to regulate the
	relations between man and wife. () 9
	10. A government in which certain powers are spe-
	cifically delegated to a national government,
	all other powers being reserved to the state
	governments or the people. () 10

SECTION B. CIVIC INFORMATION

Score IV, B ()

DIRECTIONS. The following statements and questions are about recent events and facts in politics and national civic affairs. On the line after each statement write the word or phrase that correctly completes it. On the line after each question write the correct answer to it.

- 'Four score and seven years ago our fathers brought
forth on this continent a new nation" is a part of. . . . () 11
- 'We, the people of the United States, in order to form a
more perfect union, establish justice, insure domestic
tranquillity," is part of the () 12
- How many Amendments were added to the Constitution
of the United States up to 1929? () 13
- Who was the Secretary of the Department of Commerce
during the Harding-Coolidge Administration? () 14
- What are commonly called the "Bill of Rights" in the
United States? () 15
- Who fixes the rates charged by American railroads? () 16

TION D. THE BACKGROUND OF AMERICAN CIVILIZATION

Score IV, D ()

DIRECTIONS. Column 1 is a list of persons. Column 2 is a list of dates. Column 3 is a list of influences on civilization. Column 4 is a list of events. Read the name of each event in Column 4. Then select from Column 1 the personage concerned with the event. Select from Column 2 the date of each event. Select from Column 3 the influence of each event on civilization. Write in the appropriate parentheses the numbers of the answers selected from each column.

COLUMN 1 (PERSONAGES)

1. Muhammad
2. William of Normandy
3. Pericles
4. Coster of Haarlem and Gutenberg
5. Luther and Calvin
6. Jesus of Nazareth
7. Copernicus, Galileo, and Roger Bacon
8. Cartwright and Stephenson
9. John Locke and the Whigs
10. Columbus and Magellan

COLUMN 2 (DATES)

1. 466 B.C.
2. 4 B.C.
3. 622
4. 1066
5. about 1466
6. after the 13th century
7. 1492-1519
8. 1517-1545
9. 1689
10. after 1765

COLUMN 3 (INFLUENCES ON CIVILIZATION)

established civil rights of man and gave impulse to the modern democratic movement
 reawakened the spirit of adventure and led to the Europeanization of much of the world
 promoted the idea of individual judgment in religion
 expressed the idea of one God for a large group of Oriental people
 changed the manner of living of people through new ways of doing work
 formulated the code of ethics nominally accepted by most Western people
 began the method of discovery of true knowledge through exact observation and experiment
 established ideals of beauty in art and literature
 began the national development of English-speaking people
 released man from ignorance through dissemination of knowledge

COLUMN 4 (EVENTS)

- | | | |
|--|---------------|----|
| 13. Westward navigation | Personage () | 41 |
| | Date () | 42 |
| | Influence () | 43 |
| 16. The Golden Age of Greece | Personage () | 44 |
| | Date () | 45 |
| | Influence () | 46 |
| 19. The beginning of inductive science | Personage () | 47 |
| | Date () | 48 |
| | Influence () | 49 |
| 22. English Bill of Rights | Personage () | 50 |
| | Date () | 51 |
| | Influence () | 52 |
| 25. Printing by movable types | Personage () | 53 |
| | Date () | 54 |
| | Influence () | 55 |

SECTION G. INTERNATIONAL AFFAIRS

Score IV, G ()

DIRECTIONS. In the parentheses after each question in Column 2 write the number of the reason in Column 1 that answers it.

COLUMN 1 (GEOGRAPHICAL REASONS)

1. It has more imports and exports than any other nation.
2. It has many short mountain ranges which make natural barriers.
3. The use of the Panama Canal greatly increases the trade.
4. It controls one of the world's greatest commercial routes.
5. It is open to all nations to use on equal terms.
6. It would be a great help in time of war.
7. It has the best harbor in the district.
8. It has coal and iron, and therefore the most manufacturing.
9. Others are better situated for trade and transportation.
10. It is less dependent on other countries for food and products.
11. It has varied resources and much land awaiting settlement.
12. It offers a good market for manufactures.
13. Location and climate were not so favorable.
14. Diseases are being conquered.
15. The benefit of trade was recognized.
16. It is a question of lower standards of living.
17. Isolation is caused by mountain and ocean barriers.
18. Natural resources are very great and the people are progressive.

COLUMN 2 (QUESTIONS)

- | | | |
|---|-----|----|
| Why does California object to Japanese immigration?..... | () | 81 |
| Why is South America today a land of great opportunity?..... | () | 82 |
| Why have many Mediterranean cities lost their former importance?..... | () | 83 |
| Why has the United States become one of the world's great powers?..... | () | 84 |
| What led Japan to begin intercourse with foreign nations? | () | 85 |
| Why should people in the United States be interested in China?..... | () | 86 |
| Why does Great Britain need so many ships?..... | () | 87 |
| Why is the increased use of tropical coasts likely?..... | () | 88 |
| Why was the part of France occupied by the Germans a greater loss than
other equal areas would have been?..... | () | 89 |
| Why was Fiume desired by more than one country?..... | () | 90 |

SECTION H. PLACE GEOGRAPHY

Score IV, H ()

DIRECTIONS. On the line after each city write the name of the country or political division in which it is.

- | | | |
|-------------------------|-----|-----|
| 1. Rio de Janeiro | () | 91 |
| 2. The Hague | () | 92 |
| 3. Tokio | () | 93 |
| 4. Cape Town | () | 94 |
| 5. Belgrade | () | 95 |
| 6. Warsaw | () | 96 |
| 7. Oslo | () | 97 |
| 8. Vancouver | () | 98 |
| 9. Essen | () | 99 |
| 10. Dublin | () | 100 |

SONES-HARRY HIGH SCHOOL ACHIEVEMENT TEST

By W. W. D. SONES

Professor of Education and Director of Erie Center, University of Pittsburgh

and DAVID P. HARRY, JR.

Associate Professor of Education, Graduate School, Western Reserve University

B

TEST: FORM B

For Secondary Schools and College Entrance

Do not open this booklet, or turn it over, until you are told to do so. Fill these blanks, writing your name, age, etc. Write plainly.

Name.....Date.....19.....
(First name, initial, last name)

.....years.....months Teacher.....

.....School or college.....City.....

What course are you taking in high school?.....
(Elementary, commercial, general, scientific, etc.)

What is your major field in college?.....
(English, math., social studies, science, etc.)

How many half years have you had in the following subjects? (Include the present semester.)

	H. S.	College		H. S.	College
English.....	()	()	Mathematics.....	()	()
Natural Science (Gen. Sci., Biology, Chemistry, Physics).....	()	()	Social Studies (History, Eco- nomics, Civics, etc.).....	()	()

GENERAL DIRECTIONS. This test has four parts: Language and Literature, Mathematics, Natural Science, Social Studies. You take one part at a time. Each part contains several sections. The directions are printed at the beginning of each section. Read them carefully and proceed at once to answer the questions. You are not expected to answer all the questions in any section. Do your best, but do not stay long on any one section or question. If you have finished any part before the time is up, do not proceed to the next part but go back and make sure your answers are correct. If the time is up before you finish a part, stop working on it and proceed at once to the next part. *Do not answer any questions after the examination has ended.*

First Part is Language and Literature. The time is 40 minutes. Begin.

SEC- TIONS	SCORE			
	I LANG.- LIT.	II MATH.	III NAT. SCI.	IV SOC. STUD.
A				
B				
C				
D				
E				
F				
G				
H				
I		×		
J		×		
K		×	×	×
L		×	×	×
M		×	×	×
N		×	×	×
O		×	×	×
P		×	×	×
Totals				

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PART I. LANGUAGE AND LITERATURE

SECTION A. CORRECT AND FAULTY USE OF ENGLISH Score I, A ()

DIRECTIONS. Some of the following sentences are correct, and some are faulty. In the parentheses after each sentence write a plus (+) if it is correct or a zero (0) if it is faulty. The samples are correctly marked.

SAMPLES.	Stop that and leave me alone!	(0)
	Every one of us girls thinks she is mean.	(+)
	Doesn't he know how to ride?	() 1
	He says that us high school students are not serious	() 2
	It is kind of cold for May	() 3
	John and I went alone	() 4
	Following a hasty breakfast I hurried up the hill	() 5
	Pittsburgh manufactures most anything from canned food to steel ships	() 6
	They sent for a physician and lawyer	() 7
	I do not recollect of having read the book	() 8
	Mary asked: "Who did you say was tardy?"	() 9
	Arriving in the city, we visited the zoo	() 10

SECTION B. WORD MEANING Score I, B ()

DIRECTIONS. Think of the meaning of each word at the left. Select the word in each line that means the same as the word at the left and write its number in the parentheses.

<i>disinterested</i>	1 uninteresting	2 smitten	3 impartial	4 serious	() 11
<i>synonymous</i>	1 abbreviation	2 sinful	3 equivalent	4 opposite	() 12
<i>prediction</i>	1 idea	2 prophecy	3 theory	4 statement	() 13
<i>itinerary</i>	1 sailor	2 explorer	3 itemized list	4 route	() 14
<i>squalor</i>	1 filth	2 untidiness	3 low placed	4 hidden	() 15
<i>agnostic</i>	1 pagan	2 backslider	3 unmoral	4 unbeliever	() 16
<i>hoar</i>	1 long	2 black	3 thin	4 white	() 17
<i>inhibit</i>	1 dwell in	2 restrain	3 rescue	4 exercise	() 18
<i>paradox</i>	1 heaven	2 seeming contradiction	3 disagreement	4 parallel	() 19
<i>temporary</i>	1 transitory	2 temporal	3 permanent	4 timely	() 20

SECTION C. ABBREVIATIONS AND PREFIXES Score I, C ()

DIRECTIONS. Think of the meaning of each expression in Column 2. Select the abbreviation or prefix (in Column 1) which gives the meaning and write its number in the parentheses. The sample is correctly marked.

COLUMN 1 (ABBREVIATIONS AND PREFIXES)		COLUMN 2 (EXPRESSIONS)	
1. ab	9. i.e.	SAMPLE. After	(10)
2. A.D.	10. post	21. Answer, please	() 21
3. ad	11. R.S.V.P.	22. Before noon	() 22
4. A.M.	12. sub	23. Under	() 23
5. ante	13. super	24. To	() 24
6. anti	14. ult.	25. Over, above	() 25
7. cf.	15. viz.	26. Before	() 26
8. et al.		27. Away (off, from)	() 27
		28. Against	() 28
		29. Namely	() 29
		30. Last month	() 30

SECTION G. READING COMPREHENSION

Score I, G ()

DIRECTIONS. Read this paragraph carefully. Then read the questions below it. Each question refers to the italicized expression in the paragraph that has the same number as the question. In the parentheses after each question in Column 2 below write the number of the answer to it (from the Answer List in Column 1 below).

MAN ON HORSEBACK

Every time the President, the Secretary of War, or the Secretary of the Navy clamps *the gag* (51) on a high-ranking national defense officer who *shoots over the Administration's head* (52) in effort to sway the political judgment of the people, there is a small but vigorous protest, with many allusions to free speech. Then the admirals and generals subside and the government goes serenely on its way.

Lately Marshal Foch enlivened his speeches upon public occasions with bursts of verbal machine-gun fire aimed at Communists and *all other left-wing politicians*. (53)

Paul Painlevé came back with a gag order forbidding all army officers from expressing any political views whatever.

Is this wise? Let us see.

Deep in the heart of *every free man* (54) is joy in the fact that through his chosen governors *he rules the soldiery around* (55) as he pleases.

He's safe from the blandishment and cruelty of professional war makers looking for business. His ancestors bore military tyranny until they preferred death.

They died by millions to rule the military (56) and today's men do not like to be reminded of how easily their forefathers were bluffed.

(Editorial in *Collier's*, April, 1928)

COLUMN 1 (ANSWER LIST)

COLUMN 2 (QUESTIONS)

- | | |
|--|---|
| 1. citizens with right to vote | 51. What is gag rule? () 51 |
| 2. generals and admirals | 52. What does this mean? () 52 |
| 3. government by the people | 53. Who are they? () 53 |
| 4. silencing official opinion | 54. To whom does this refer? () 54 |
| 5. infringement of constitutional right | 55. What constitutional right is implied? () 55 |
| 6. revolution to gain democratic government | 56. What does this mean? () 56 |
| 7. criticism of government policy | 57. What is the main theme of the editorial? () 57 |
| 8. non-interference of military officials in political affairs | 58. (Answer <i>Yes</i> or <i>No</i> .) Does the writer advocate unlimited freedom of speech? () 58 |
| 9. symbol of militarism | |
| 10. radicals | |
| 11. independent thinkers | |

SECTION H. INTERNATIONAL AUTHORSHIP

Score I, H ()

DIRECTIONS. In the first parentheses after the name of each book in Column 3 write the number of its author from Column 1. In the second parentheses after each book in Column 3 write the number of its author's nationality from Column 2.

COLUMN 1 (AUTHORS)	COLUMN 2 (NATIONALITIES)	COLUMN 3 (BOOKS)
1. Cervantes	1. American	59-60. Les Misérables Author () 59
2. Dante	2. English	Nationality () 60
3. David	3. French	61-62. Don Quixote Author () 61
4. Emerson	4. German	Nationality () 62
5. Goethe	5. Greek	63-64. The Divine Comedy . Author () 63
6. Homer	6. Hebrew	Nationality () 64
7. Hugo	7. Italian	65-66. Essays Author () 65
8. Ibsen	8. Norwegian	Nationality () 66
9. Milton	9. Russian	67-68. Anna Karenina Author () 67
10. Tolstoi	10. Spanish	Nationality () 68

SECTION K. LITERARY THEMES

Score I, K ()

DIRECTIONS. In the parentheses after each theme in Column 2 write the number of the literary product in Column 1 to which the theme refers.

COLUMN 1 (LITERARY PRODUCTS)	COLUMN 2 (LITERARY THEMES)
1. A Tale of Two Cities	79. A portrayal of early American frontier civilization. () 79
2. David Copperfield	80. A portrayal of life in England after the Norman conquest. () 80
3. Evangeline	81. A portrayal of life in the Far West. . . () 81
4. Ivanhoe	82. A portrayal of the supernatural and the mystical. () 82
5. The Ancient Mariner	83. A portrayal of the life of an English squire. () 83
6. The Last of the Mohicans	
7. The Outcasts of Poker Flat	
8. The Scarlet Letter	
9. The Sir Roger de Coverley Papers	
10. Treasure Island	

SECTION L. TECHNICAL VOCABULARY OF LANGUAGE

Score I, L ()

DIRECTIONS. In the parentheses after each definition in Column 2 write the number of the term in Column 1 of which it is the definition.

COLUMN 1 (ANSWERS)	COLUMN 2 (DEFINITIONS)
1. clause	84. A unit of writing, consisting of one or more sentences developing a single topic or idea. () 84
2. conjugation	85. Distinction of a word according to the (actual or imputed) sex denoted or referred to. () 85
3. declension	86. A subdivision of a sentence containing a subject and a predicate. () 86
4. diction	87. The division of literary composition into sentences and members of a sentence by points, marks, or stops, so as to make clear the author's meaning by indicating their structure to the eye. () 87
5. exposition	88. An ordered arrangement of the inflectional forms of a verb. () 88
6. gender	89. The word or words in a sentence that express what is said of the subject. () 89
7. idiom	90. The choice of words for the expression of ideas. . . () 90
8. narration	91. An expression that is peculiar to itself in grammatical construction, and whose total meaning cannot be derived from its parts. () 91
9. paragraph	92. The statement and discussion of an abstract or general theme. () 92
10. person	93. Distinction of forms to indicate the relation of the subject of the verb to the action which the verb expresses. () 93
11. phrase	
12. predicate	
13. punctuation	
14. quotation	
15. sentence	
16. subject	
17. tense	
18. voice	

SECTION O. AMERICAN AND ENGLISH AUTHORS

Score I, O (_____)

DIRECTIONS. In the parentheses after the name of each book or poem in Column 2 write the number of the author in Column 1 who wrote it.

COLUMN 1 (AUTHORS)	COLUMN 2 (BOOKS AND POEMS)
1. Bacon	119. The House of the Seven Gables.....() 119
2. Bryant	120. Julius Cæsar.....() 120
3. Bunyan	121. A Christmas Carol.....() 121
4. Burns	122. Idylls of the King.....() 122
5. Carlyle	123. Silas Marner.....() 123
6. Chaucer	124. The Lady of the Lake.....() 124
7. Dickens	125. The Raven.....() 125
8. Eliot	126. The Pilgrim's Progress.....() 126
9. Gray	127. Essays of Elia.....() 127
10. Hawthorne	128. Canterbury Tales.....() 128
11. Irving	129. An Elegy Written in a Country Churchyard.....() 129
12. Lamb	130. L'Allegro.....() 130
13. Longfellow	131. The French Revolution.....() 131
14. Milton	132. Novum Organum.....() 132
15. Poe	133. Leaves of Grass.....() 133
16. Scott	
17. Shakespeare	
18. Tennyson	
19. Whitman	
20. Wordsworth	

SECTION P. LITERARY INTERESTS

Score I, P (_____)

DIRECTIONS. In the parentheses after each description of an interest or mood in Column 2 write the number of the author in Column 1 who can best help to satisfy it.

COLUMN 1 (AUTHORS)	COLUMN 2 (INTERESTS AND MOODS)
1. Burns	134. Tragic drama.....() 134
2. Carlyle	135. Historical novels.....() 135
3. Dickens	136. Philosophy in the form of humorous fiction.....() 136
4. Keats	137. Novels involving behavior of people in the commonplace aspects of life.....() 137
5. Kipling	138. Short stories of vigorous outdoor life.....() 138
6. Mark Twain	139. Sentimental poetry.....() 139
7. Poe	140. Philosophy of the serious aspects of life in poetic form.....() 140
8. Ruskin	
9. Scott	
10. Shakespeare	
11. Shaw	
12. Stevenson	
13. Tennyson	
14. Wordsworth	

Solve for x and y : $\begin{cases} x + y = 5 \\ 3x + y = 3 \end{cases}$ () 28

With x and y as variables and k as a constant, write the equation which shows that x varies directly as y () 29

What does $\log a + \log b$ equal? () 30

SECTION B. MATHEMATICAL CONCEPTS

Score II, B ()

DIRECTIONS. In the parentheses after each statement in Column 2 write the number of the answer in Column 1 that best fits it. The sample is correctly marked.

COLUMN 1 (ANSWERS)

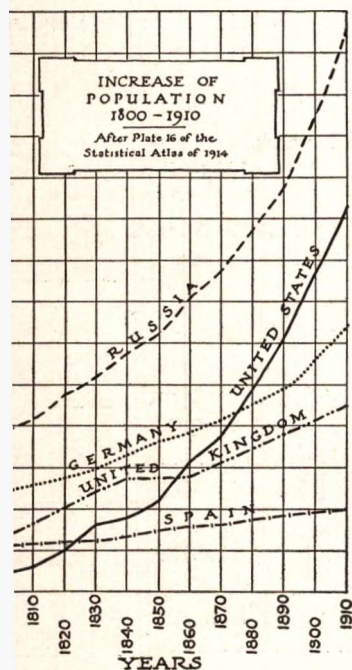
COLUMN 2 (STATEMENTS)

acute	SAMPLE. A line equal to half a diameter of a circle. . . (12)
angle	
axiom	31. The longest straight line that can be drawn in a circle. () 31
congruent	32. A triangle with only two sides equal. () 32
diameter	33. An angle less than a right angle. () 33
exponent	34. When $\angle A + \angle B = 180^\circ$, the angles are. () 34
formula	35. A parallelogram with adjacent sides unequal and angles right angles. () 35
hypothesis	36. A short method of expressing or a symbolic representation of a rule. () 36
isosceles	37. A statement of a condition assumed to be true. () 37
pi	38. The ratio between the circumference and the diameter of any circle. () 38
polygon	39. A general fact that is accepted as true without proof. () 39
radius	40. A rotation of a line in a plane is, or forms, () 40
rectangle	
root	
square	
supplementary	

SECTION C. INTERPRETATION OF GRAPHS

Score II, C ()

DIRECTIONS. Find in the graph the answer to each question and answer briefly.



41. At what date did the United States pass Spain in population? () 41
42. What is the size of each step of the scale on the vertical axis? () 42
43. What was the approximate population of Russia in 1905? () 43
44. What happened at point (1874, 43)? () 44
45. Which axis is the horizontal axis? () 45

SECTION F. FORMULAS FOR GEOMETRIC FIGURES

Score II, F ()

DIRECTIONS. In the parentheses after each statement in Column 2 write the number of the formula in Column 1 which you would use for it.

COLUMN 1 (FORMULAS)

COLUMN 2 (STATEMENTS)

1. $\frac{1}{2} r h$	SAMPLE. To find the area of a square whose side is r(//)	
2. $r\sqrt{2}$		
3. $2 \pi r$	61. The length of the diagonal of a square whose side is r()	61
4. r^3	62. The perimeter of a square whose side is r()	62
5. $\frac{4}{3} \pi r^3$	63. The volume of a cube whose side is r()	63
6. πr^2	64. The area of the base of a cylinder whose radius is r ()	64
7. $2 \pi r h$	65. The lateral or curved surface of a cylinder whose altitude is h and the radius of whose base is r()	65
8. \sqrt{r}		
9. $\pi r^2 h$		
10. $4r$		
11. r^2		

SECTION G. IMPORTANT THEOREMS IN GEOMETRY

Score II, G ()

DIRECTIONS. In the parentheses after each geometric condition given below in Column 2 write the number of the result in Column 1 that could be proved by it.

COLUMN 1 (RESULTS)

COLUMN 2 (CONDITIONS)

1. angles equal	66. If both pairs of opposite sides are parallel.....()	66
2. triangles congruent	67. If the alternate interior angles are equal ()	67
3. triangles similar	68. If the sides are respectively parallel.. ()	68
4. sides perpendicular	69. If the diagonals are equal.....()	69
5. lines parallel	70. If three sides equal three sides respectively.....()	70
6. quadrilateral is a parallelogram	71. If they are triangles with equal bases and altitudes.....()	71
7. parallelogram is a rectangle	72. If the angles which measure them are equal.....()	72
8. two arcs equal (in same or equal circles)	73. If an angle is inscribed in a semicircle. ()	73
9. two chords equal (in same or equal circles)	74. If they are opposite equal sides of an isosceles triangle.....()	74
10. areas equivalent	75. If equally distant from the center.... ()	75

SECTION H. MATHEMATICAL FORMULAS

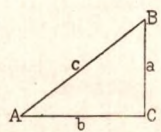
Score II, H ()

DIRECTIONS. In the parentheses after each formula in Column 2 write the number of the mathematical process in Column 1 that illustrates the formula or in which you would use the formula.

COLUMN 1 (PROCESSES)

COLUMN 2 (FORMULAS)

1. arithmetical progression	76. $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$()	76
2. binomial theorem	77. $S = \frac{a(1 - r^n)}{1 - r}$()	77
3. cosine of angle	78. $l = a + (n - 1)d$ ()	78
4. geometrical progression	79. () $A = \frac{a}{c}$	79
5. laws of exponents	80. () $B = \frac{b}{a}$	80
6. logarithms		
7. quadratic equations		
8. simultaneous linear equations		
9. sine of angle		
10. tangent of angle		



SECTION D. GENERAL PRINCIPLES THAT EXPLAIN THE PHENOMENA OF NATURE

Score III, D ()

DIRECTIONS. Read the following principles in Column 1. Then, in the parentheses after each fact or phenomenon in Column 2 below, put the number of the principle in Column 1 that explains it.

COLUMN 1 (PRINCIPLES)

1. *Biogenesis*: All living matter is derived from preëxisting living matter. In general it resembles in nature and form that from which it was derived.
2. *Biological adaptation of form to function*: The body parts of organic forms are structurally adapted to the function each performs.
3. *Biological balance*: In a natural environment the kind and quantity of living forms is self-limited.
4. *Biological variation*: Variation is the deviation of offspring from parent form, or the deviation from each other in the similar parts of the same organism.
5. *Boyle's Law*: The volume of a confined gas at constant temperature is inversely proportional to the pressure.
6. *Constant composition*: Every pure substance has a constant qualitative-quantitative chemical composition.
7. *Environmental adaptation*: There is a definite structural and functional relationship between living organisms and their natural habitat.
8. *First Law of Motion*: A body at rest remains at rest, and a body in motion remains in motion in a straight line with undiminished speed, unless acted upon by an external force.
9. *Law of Conservation of Mass*: There is no change in the total mass of matter taking part in a chemical change.
10. *Law of Machines*: Work input equals work output plus frictional losses.
11. *Mendel's Law*: Characters of parents are represented in the germ cells by units which tend to segregate or combine in definite proportion.
12. *Newton's Third Law*: Action and reaction are equal and in opposite directions.
13. *Ohm's Law*: The intensity of current in any circuit is directly proportional to the electromotive force and inversely proportional to the resistance of the circuit.
14. *Pascal's Principle*: Pressure applied from without to an enclosed fluid is transmitted equally in all directions without loss, and acts with equal force on equal surfaces.
15. *Periodic Law*: The properties of the chemical elements are a periodic function of their atomic weights.

COLUMN 2 (FACTS AND PHENOMENA)

- The path of the earth is oval in shape. () 21
- Why can we be sure that young coming from hens' eggs will be young chicks? () 22
- No two leaves on a tree are identical in form or in structure. () 23
- In a litter of pups having pure-bred parents, in general, one fourth will resemble the male parent, one fourth will resemble the female parent, and one half will have mixed characteristics. () 24
- The polar bear is white while the grizzly bear is brown. () 25
- A discharging gun may "kick" (recoil). () 26
- Regardless of its source, distilled water is the same in any part of the world. . () 27
- Two dry cells (connected in series) cause a bell to ring with more vigor than it would with only one () 28
- The chemical elements chlorine, fluorine, bromine, iodine, as well as other so-called family groups, have many points of resemblance () 29
- A man can lift objects many times his own weight by means of devices such as the pulley or the screw. () 30

CTION H. SCIENCE STORIES

Score III, H ()

DIRECTIONS. In the following two science stories, on the line after each statement write the word that is omitted from the statement.

I. PART OF THE STORY OF THE FLOWER

- The male sex cell in the flower is called the() 51
- The female sex cell in the flower is called the() 52
- The process by which the male cell is carried to the female organ is called() 53
- Living things which aid in the work of the flower are visually attracted by the flowers'() 54
- The combined sex cells when developed together with stored food form the() 55

II. PART OF THE STORY OF THE GREEN LEAF OF A PLANT

- The raw material taken from the atmosphere in the manufacture of a plant food is() 56
- The process requires as energy() 57
- As the process proceeds, there is given back to the atmosphere the gas() 58
- The bodies containing the green coloring materials which somehow control the process are called() 59

III. PART OF THE STORY OF THE CHEMICAL MAKE-UP OF MATTER

DIRECTIONS. Each statement in the following story is followed by several alternative answers. In the parentheses after each statement write the number of the correct answer or answers.

61. Atoms are supposed to be composed of smaller particles called
 1 molecules 2 electrons 3 ions 4 protons() 60
- In the center of the atom are found all of the
 1 molecules 2 ions 3 electrons 4 protons() 61
- The particles in the outer part of the atom, electrically, are
 1 all positive 2 all negative 3 not charged 4 some positive and some negative() 62
- Atoms are held together because of
 1 electrical attraction 2 their solidity 3 cohesion 4 diffusion .() 63
- This hypothesis concerning the atom leads to the further assumption that
 1 elements are unchangeable 2 chemical elements do exist 3 molecules are unchangeable 4 elements are possible of change() 64

PART IV. SOCIAL STUDIES

SECTION A. CIVIC INFORMATION

Score IV, A ()

DIRECTIONS. In the parentheses after each description in Column 2 put the number of the item in Column 1 that it describes.

COLUMN 1 (ANSWERS)	COLUMN 2 (DESCRIPTIONS)
1. Attorney-general	SAMPLE. The most important public officer in the
2. Cabinet	United States.....(11)
3. Committees	1. The commander in chief of the army and navy. () 1
4. Electoral College	2. The body whose tenure of office depends upon
5. Federal	its ability to retain the confidence of the
6. Government	President.....() 2
7. Governor	3. The body whose appointment by the President
8. House of Representatives	is for life.....() 3
9. Mayor	4. The body which has two members elected from
10. People	each state.....() 4
11. President	5. The body, a majority vote of which elects the
12. Secretary of State	President of the United States.....() 5
13. Senate	6. The Cabinet officer who advises the President
14. States	on legal matters.....() 6
15. United States Supreme Court	7. The man who takes the place of the chief executive of the United States when the latter cannot serve.....() 7
16. Vice President	8. The body whose membership depends solely upon population.....() 8
	9. Congress has more time for deliberation and discussion of important bills because of....() 9
	10. The body which has the right to try impeachment cases.....() 10

SECTION B. CIVIC INFORMATION

Score IV, B ()

DIRECTIONS. The following statements and questions are about recent events and facts in politics and national civic affairs. On the line after each statement write the word or phrase that correctly completes it. On the line after each question write the correct answer to it.

1. "Oh, beautiful for spacious skies,
For amber waves of grain,
For purple mountains' majesties
Above the fruited plain!" is part of.....() 11
2. What is the most common way in the United States of selecting the most important county officers?.....() 12
3. With what did the last Constitutional Amendment deal?.....() 13
4. "When, in the course of human events, it becomes necessary for one people to dissolve the political bonds which have connected them with another," etc., is part of.....() 14
5. The "Two Per Cent Law" passed by Congress in 1924 concerned.....() 15
6. About how large is the population of the United States? (to the nearest ten millions).....() 16

PART D. THE BACKGROUND OF AMERICAN CIVILIZATION

Score IV, D ()

DIRECTIONS. Column 1 is a list of persons. Column 2 is a list of dates. Column 3 is a list of influences on civilization. Column 4 is a list of events. Read the name of each event in Column 4. Then select from Column 1 the personage concerned with the event. Select from Column 2 the date of each event. Select from Column 3 the influence of each event on civilization. Write in the appropriate parentheses the numbers of the answers selected from each column.

COLUMN 1 (PERSONAGES)

1. Muhammad
2. William of Normandy
3. Pericles
4. Coster of Haarlem and Gutenberg
5. Luther and Calvin
6. Jesus of Nazareth
7. Copernicus, Galileo, and Roger Bacon
8. Cartwright and Stephenson
9. John Locke and the Whigs
10. Columbus and Magellan

COLUMN 2 (DATES)

1. 466 B.C.
2. 4 B.C.
3. 622
4. 1066
5. about 1466
6. after the 13th century
7. 1492-1519
8. 1517-1545
9. 1689
10. after 1765

COLUMN 3 (INFLUENCES ON CIVILIZATION)

established civil rights of man and gave impulse to the modern democratic movement
 reawakened the spirit of adventure and led to the Europeanization of much of the world
 promoted the idea of individual judgment in religion
 expressed the idea of one God for a large group of Oriental people
 changed the manner of living of people through new ways of doing work
 formulated the code of ethics nominally accepted by most Western people
 began the method of discovery of true knowledge through exact observation and experiment
 established ideals of beauty in art and literature
 began the national development of English-speaking people
 released man from ignorance through dissemination of knowledge

COLUMN 4 (EVENTS)

- | | | |
|-------------------------------------|---------------|----|
| 43. Norman conquest of England..... | Personage () | 41 |
| | Date () | 42 |
| | Influence () | 43 |
| 46. Industrial Revolution..... | Personage () | 44 |
| | Date () | 45 |
| | Influence () | 46 |
| 49. Birth of Christ..... | Personage () | 47 |
| | Date () | 48 |
| | Influence () | 49 |
| 52. Reformation..... | Personage () | 50 |
| | Date () | 51 |
| | Influence () | 52 |
| 55. The flight from Mecca..... | Personage () | 53 |
| | Date () | 54 |
| | Influence () | 55 |

SECTION G. INTERNATIONAL AFFAIRS*Score IV, G ()*

DIRECTIONS. In the parentheses after each question in Column 2 write the number of the reason in Column 1 that answers it.

COLUMN 1 (GEOGRAPHICAL REASONS)

1. It has more imports and exports than any other nation.
2. It has many short mountain ranges which make natural barriers.
3. The use of the Panama Canal greatly increases the trade.
4. It controls one of the world's greatest commercial routes.
5. It is open to all nations to use on equal terms.
6. It would be a great help in time of war.
7. It has the best harbor in the district.
8. It has coal and iron, and therefore the most manufacturing.
9. Others are better situated for trade and transportation.
10. It is less dependent on other countries for food and products.
11. It has varied resources and much land awaiting settlement.
12. It offers a good market for manufactures.
13. Location and climate were not so favorable.
14. Diseases are being conquered.
15. The benefit of trade was recognized.
16. It is a question of lower standards of living.
17. Isolation is caused by mountain and ocean barriers.
18. Natural resources are very great and the people are progressive.

COLUMN 2 (QUESTIONS)

- | | |
|---|--------|
| Why are there so many countries in Europe? | () 81 |
| Why is the population of South America only half that of the United States? (|) 82 |
| What is the meaning of "the Danube is internationalized"? | () 83 |
| Why are many nations interested in Constantinople? | () 84 |
| Why was the purchase of Alaska not a foolish waste of money? | () 85 |
| Why has France much less foreign trade than Great Britain? | () 86 |
| Why does Great Britain value Gibraltar? | () 87 |
| Why is Chinese civilization so different from that of other nations? | () 88 |
| Why does New Orleans now handle more foreign trade than any other
American city except New York? | () 89 |
| Why are the people of the United States becoming more and more interested
in South America? | () 90 |

SECTION H. PLACE GEOGRAPHY*Score IV, H ()*

DIRECTIONS. On the line after each city write the name of the country or political division in which it is.

- | | |
|---------------------------|---------|
| 1. Buenos Aires | () 91 |
| 2. Geneva | () 92 |
| 3. Canton | () 93 |
| 4. Suez Canal | () 94 |
| 5. Fiume | () 95 |
| 6. Vladivostok | () 96 |
| 7. Prague | () 97 |
| 8. Vera Cruz | () 98 |
| 9. Antwerp | () 99 |
| 10. Canberra | () 100 |

BREITWIESER VOCABULARY TEST
FORM A

1. old
 - (a) Not warm, frigid.
 - (b) To retain, keep.
 - (c) Not young, aged.
 - (d) To follow or run after.
2. digestion
 - (a) Double action of compound muscles.
 - (b) Discharging water from the rim of a turbine.
 - (c) Marrying a second time.
3. post
 - (a) A cereal drink of imitation coffee.
 - (b) A breakfast food.
 - (c) To place soldiers, men or letters in a particular place.
 - (d) Very rotten or decomposed fertilizer.
4. barrel
 - (a) An offensive argument.
 - (b) A bully or rowdy.
 - (c) To brag or give partisan support.
5. bring
 - (a) To ring a bell till it cracks.
 - (b) To carry from a more distant to a nearer place.
 - (c) A stout cloth of linen sometimes partly cotton.
 - (d) A wild, fierce, degrading action.
6. cushion
 - (a) A long-necked squash.
 - (b) To bend without angles.
 - (c) A theologian who gives occasional lectures.
 - (d) A soft pillow or pad.
7. liberty
 - (a) Communicating by movement of the lips only.
 - (b) State of being free, not hampered.
 - (c) A female liberator.
 - (d) A small slender dancing girl.
8. nervous
 - (a) A small whale.
 - (b) Knowledge or the power of knowing.
 - (c) Excitable, over sensitive, timid.
 - (d) The thick supporting part of insect wings.
9. priest
 - (a) An authorized church or religious official.
 - (b) A long thick black robe.
 - (c) To lift the cover from melting pots.
 - (d) To indulge in self esteem.
10. shady
 - (a) Sheltered from the sun.
 - (b) Counterpoised by a weight.
 - (c) Smelling like a fish.
 - (d) A cheap cotton cloth.

11. pigskin
(a) A large, red, rough nose.
(b) Tumors or swellings.
(c) To be dirty or unwashed.
(d) Leather made from the hide of a hog.
12. depot
(a) An arbitrary ruler.
(b) The kings prerogative.
(c) A place or station where provisions are stored.
(d) The process of diminishing the quantity of fluid in the body.
13. quantity
(a) Essential character.
(b) Amount or portion that is measurable.
(c) Pestilence, plague.
(d) A complaint, or accusation.
14. concentrate
(a) A heavy wire screen.
(b) To hide or place in an unexpected place.
(c) To bring together toward a common center.
(d) A member of an administrative council.
15. clever
(a) Possessing quickness of intellect, skillful.
(b) A broad-bladed meat cutting instrument.
(c) To cook over an open fire.
(d) One who rigs sailing ships.
16. grateful
(a) Full of scratching noises.
(b) Serious, solemn.
(c) Heavy with young.
(d) Thankful, appreciative.
17. original
(a) A musical composition for the organ.
(b) The first, before the others.
(c) One coming from the Orient.
(d) Primitive form of polyphony.
18. scale
(a) To put a sword in its case.
(b) The case for a sword.
(c) A series of ascending or descending musical tones.
(d) Trail by sample, assay.
19. earnest
(a) A small ear.
(b) Sharp sight like an eagle.
(c) Near the beginning.
(d) Grave and intense attention.
20. sparkle
(a) To kick quickly.
(b) Shine, glisten.
(c) Repartee, quick replies.
(d) Frugal use; economy.

21. parasite

- (a) A rich courtesan.
- (b) An inflammation of the diaphragm.
- (c) One who lives off another without repaying.
- (d) An inhabitant of Paris.

22. arch

- (a) A chest or box used on an altar.
- (b) Electricity jumping a gap.
- (c) A curved structural member.
- (d) Hidden, secret.

23. manly

- (a) Referring to the pressure of gases.
- (b) Courageous, brave, noble.
- (c) That which can be held or measured by the hands.
- (d) Miraculous type of food.

24. restoration

- (a) Planting trees on the roadside.
- (b) The purchase of supplies in self help stores.
- (c) A station for travelers.
- (d) Bringing back or putting back to what it was before.

25. plug

- (a) To drag out, to pull.
- (b) Material so shaped as to stop a hole.
- (c) A quick puff.
- (d) To become tired.

26. fork

- (a) To spit spitefully.
- (b) To abstain from or change, an activity.
- (c) Place where a division or branching takes place.
- (d) To renounce.

27. fertility

- (a) The content of iron in a composition.
- (b) The possibility of being ignited.
- (c) Fruitful, capacity for production.
- (d) Intensity of feeling or passion.

28. air-brake

- (a) A reed-like rush growing in the marshes of Southern U. S.
- (b) A needle-shaped peak of a mountain.
- (c) A half-gable at the end of a house.
- (d) A brake operated by a piston driven by compressed air.

29. rate

- (a) To drag over a rough surface.
- (b) To measure, to value.
- (c) To allow a fixed amount of food.
- (d) A small mouse-like animal.

30. smear

- (a) A smart-aleck.
- (b) A paymaster.
- (c) A daub, stain or blotch.
- (d) Paper money of small denomination.

31. inflame

- (a) To flirt.
- (b) To trouble by numbers.
- (c) To buckle or fasten.
- (d) To excite, augment.

32. canvass

- (a) Confusion due to surprise.
- (b) A side piece in the head of a cask.
- (c) To go about to solicit votes, subscriptions, etc.
- (d) Setting a canzone for one or more voices.

33. international

- (a) Coming and going.
- (b) Derived from within, internal.
- (c) Among nations or their citizens.
- (d) A resident physician.

34. justification

- (a) Competing on horseback.
- (b) To return to the original situation.
- (c) Defense, vindication, making an act seem right.
- (d) Expressing a command.

35. swing

- (a) To sing in unison.
- (b) To drink from a jug.
- (c) To be blown by the wind.
- (d) To sway back and forth.

36. title

- (a) An inscription over or under anything to explain it.
- (b) A burnt clay floor covering.
- (c) A heavy crown.
- (d) A very small part or fragment.

37. crescent

- (a) A grating, crackling noise.
- (b) An injury in a horse's leg caused by interference.
- (c) Shaped like a moon in the first quarter.
- (d) Cloth resembling crape but firmer in texture.

38. buzzaw

- (a) A threat or fearful gesture.
- (b) A dangerous object or something to be avoided.
- (c) A circular saw usually run at a high speed.
- (d) A pick pocket.

39. mutual

- (a) Helping one another, common, done together.
- (b) Speaking without making sounds, whispering.
- (c) Rising or acting against the government.
- (d) Demolished, mutilated.

40. moral

- (a) Low mentality, deficient.
- (b) A racial custom or folkway.
- (c) Ethical, doing or knowing the right.
- (d) A species of mushroom.

41. lysol
(a) A brown oily, soluble, disinfecting coal tar distillate.
(b) A large harp-like instrument.
(c) A substance that causes the increase of lymph in the blood.
(d) A club moss.
42. hayseed
(a) A disease of the eyes.
(b) The vessel's bow in which are hawse holes.
(c) A special Russian dance.
(d) Grass seed gathered from storage places.
43. mean
(a) A piece of lean meat.
(b) To wind or meander.
(c) The middle or average.
(d) A marshy meadow.
44. embezzle
(a) To decorate gun barrels with engravings.
(b) To make away with funds, to steal.
(c) To cause to blaze with light.
(d) To lower, discredit or debase.
45. squatter
(a) One who settles on the land he does not own.
(b) One who constantly spits.
(c) A white man married to an Indian.
(d) One who spends money easily.
46. amiable
(a) Like an amethyst in color.
(b) Fine, silky in texture.
(c) Friendly.
(d) The quality of clever deceiving.
47. impression
(a) Not potent or having no power.
(b) Unsuitable act.
(c) Something done without preparation.
(d) A lively, vivid perception.
48. locomotive
(a) A steam engine that propels itself and pulls cars on rails.
(b) Having the power to move about.
(c) A self lighting cigar.
(d) A false or insane motive for action.
49. theorem
(a) Compounds used as curves.
(b) Previous existence in other forms.
(c) That which is considered true or as a law.
(d) A tall beaker used in chemical experimentation.
50. draft or draught
(a) Act of drawing or the thing drawn.
(b) To break up by pouring into water.
(c) Sinking in wet or miry places.
(d) Money or goods a woman brings to her husband in marriage.

hexangular

- (a) An irritating old woman.
- (b) Having six angles or corners.
- (c) Having the power of writing with both hands.
- (d) Having eight angles or corners.

misorder

- (a) To excite to hatred.
- (b) To lead into the wrong aisle.
- (c) To confuse, to put into disorder.
- (d) To learn modern Hebrew.

uncompounded

- (a) Frightful, confusing.
- (b) Simple, not mixed.
- (c) That which cannot be followed in thought.
- (d) Very heavy.

regency

- (a) A large superior cigar.
- (b) The spoils of begging.
- (c) A boat race.
- (d) The office of a ruler, government.

pruner

- (a) One who is puritanical.
- (b) One who removes what is superfluous.
- (c) One who always eats the same foods.
- (d) An agent or one acting by proxy.

oxyiodide

- (a) A mixture of honey water and acetic acid.
- (b) Compound of oxygen and iodine.
- (c) A goad for driving oxen.
- (d) A tanning solution.

glucose

- (a) Any simple sugar.
- (b) To make to shine.
- (c) Any sticky substance that fastens by adhesion.
- (d) Supplied beyond sufficiency.

transmarine

- (a) Coming from beyond the sea.
- (b) A light blue color.
- (c) A highly colored coral.
- (d) The glow from marine animals.

antedate

- (a) A bitter fruit resembling the palm date.
- (b) To extend the time on an obligation.
- (c) To date before the true time.
- (d) Prehistoric.

full-rigged

- (a) Having all usual equipments.
- (b) Excessively dressed or adorned.
- (c) A ship that is overloaded.
- (d) To be egotistical, boastful.

61. flee
(a) A small blood sucking insect.
(b) A kind of lancet.
(c) To run away.
(d) To laugh or grin in a coarse manner.
62. corsage
(a) A small fox of central Asia.
(b) A privateer.
(c) A corrosive agent in chemistry.
(d) The waist or bodice of a woman's dress.
63. laureate
(a) Having been floated or launched.
(b) Worthy of honor in poetry.
(c) Very abundant, profuse.
(d) Being washed or cleaned.
64. truth
(a) An assumed absolute.
(b) Any systematized religion.
(c) That which is confirmed by experience or should be believed.
(d) Abstract ideas.
65. taunt
(a) To heat over coals.
(b) To deny the truth.
(c) To stretch or tighten.
(d) To reproach, or insult, or jeer.
66. assign
(a) To transfer or pass property to another.
(b) To attach ones name or signature.
(c) To fix the value for taxes.
(d) To agree, to concur.
67. axisymmetric
(a) The locus of the instantaneous axis of a body having motion in a plane.
(b) Trustworthy.
(c) Designating symmetry with reference to an axis.
(d) Middle principles above simple empirical laws.
68. urban
(a) Coming from the country.
(b) Celestial, heavenly.
(c) That which cannot be followed in thought.
(d) Of or belonging to the city.
69. perturbation
(a) Floating of oil on water.
(b) Belonging to or closely related.
(c) Act of changing an opinion because of reasons.
(d) Agitation of mind, disturbance.
70. boon
(a) A pole or spar used to hold down a pile or load of hay or straw.
(b) A clownish countryman.
(c) That which is asked or granted as a favor.
(d) Duty levied for boat anchorage.

1. habitue

- (a) The habit of biting the fingernails.
- (b) One usually found in a certain place or class of places.
- (c) A large agricultural estate.
- (d) A thin, plain Japanese silk.

2. siliceous

- (a) Foul. morbidly sexual.
- (b) Containing silica.
- (c) Appealing to the sense of taste.
- (d) Showing poor judgment.

3. secular

- (a) Temporal, worldly.
- (b) Unaged liquor.
- (c) Settled, staying in one place.
- (d) Tendency to be tempted easily.

4. acumen

- (a) Pertaining to computing in insurance companies.
- (b) Quickness of perception or discernment.
- (c) Mixed ash and clinker content left in furnaces.
- (d) A prickle growing from the epidermis as in the rose or blackberry.

5. fain

- (a) The ruler of a small community.
- (b) Well pleased, glad.
- (c) An emblem of recantation.
- (d) To be fussy or whimsical.

6. saccharoid

- (a) Placed in bags.
- (b) Sacred, not to be touched.
- (c) A small square bag.
- (d) Resembling sugar.

7. disseize or disseise

- (a) To disguise or mask.
- (b) To divide into separate parts.
- (c) To deprive of possession, to oust.
- (d) A Mediterranean reed-like grass used in basketry.

8. evocation

- (a) To deprive of forcefulness in an argument.
- (b) Act of calling forth from seclusion.
- (c) Turning or unfolding by rotary motion.
- (d) To turn inside out.

9. blackguard

- (a) The metal handrail around a ship's deck.
- (b) A flea-beetle injurious to turnips.
- (c) A mixture of tartar and saltpeter.
- (d) Lower menials of a large household.

10. chaparral-cock

- (a) A pile of mountain brush or bushes.
- (b) A bird of the cuckoo family.
- (c) A small tent designed for use in the desert.
- (d) Silver ornament for Mexican sombreros.

81. categorical
- (a) Admitting no conditions or exceptions.
 - (b) The middle ground between two logical extremes.
 - (c) Possibility of being interpreted in different ways.
 - (d) Contented, satisfying, no desire to question.
82. pectoral
- (a) Odd, different from others.
 - (b) Pertaining to senators.
 - (c) Situated on the breast.
 - (d) Foot-like shape in plants.
83. chrismation
- (a) A mineral resembling ozocerite.
 - (b) The activity of producing ornamental useful objects.
 - (c) The act of teaching that which is useful.
 - (d) Act of applying consecrated oil.
84. roborate
- (a) To strengthen, confirm.
 - (b) To rub with rubbers.
 - (c) To clothe in robes.
 - (d) To take by force.
85. vertigo
- (a) A deep blue dye.
 - (b) A starchy food made of rice and wheat flour.
 - (c) Dizziness or swimming of the head.
 - (d) A vegetable resembling a turnip and tasting like cabbage.
86. koto
- (a) A quotation from the Koran.
 - (b) An ancient Hebrew measure, the homer.
 - (c) A small round hill.
 - (d) A Japanese harp of thirteen silk strings.
87. horripilate
- (a) To apply cosmetics excessively.
 - (b) To foretell events by the stars.
 - (c) Raising of hair or skin through fear.
 - (d) To measure time.
88. decalescence
- (a) The chemical removal of hair.
 - (b) Transitions from one decade to another.
 - (c) Writing in ten line stanzas.
 - (d) The sudden absorption of heat.
89. bemuse
- (a) To entertain without apparent effort.
 - (b) To lament or grieve.
 - (c) To muddle, daze or stupefy.
 - (d) To lower someone in the regard of their friends.
90. aba
- (a) Manila hemp.
 - (b) One who uses an abacus in casting accounts.
 - (c) A hyena-like quadruped of South Africa.
 - (d) A cloth, generally striped, woven from the hair of camels, goats, etc.

1. izar
(a) A reptile with a head like a hammar.
(b) The fiber from Mexican agaves.
(c) A kind of obsidian used in making arrowheads.
(d) Outer garment of Mohammedan women.
2. Gemma
(a) One of a pair of twins.
(b) The female chamois.
(c) A bud or undeveloped shoot.
(d) The cheek or lateral part of the head.
3. metalopsis
(a) Tendency to twining.
(b) Substitution by metonymy of one word for another, both figurative.
(c) The rendering of verse into a different meter.
(d) The treatment of disease by applying metal plates.
4. stogy
(a) An iron worker.
(b) One who fires a furnace.
(c) A mixture of ashes and sand.
(d) A stout coarse boot or shoe.
5. epiotic
(a) A hymn or ode in honor of victory in war or games.
(b) Pertaining to epigraphs or inscriptions.
(c) Pertaining to upper, outer bony part of the internal ear.
(d) Any spruce, larch or like tree.
6. noumenon
(a) Artificial memory scheme.
(b) To change a verb to a noun.
(c) The dorsal surface of an insect's thoracic segment.
(d) A knowable or rational understanding through intuition.
7. collimation
(a) The act rendering parallel to a certain line or direction.
(b) Process by which a number of isolated facts are brought together in a general proposition.
(c) The secreting of oil at the roots of the hair.
(d) Gathering together a group of colleagues.
8. conteck
(a) To contend or quarrel.
(b) To meet or join.
(c) To consider or to study.
(d) To soil, stain or corrupt.
9. hypodermosis
(a) Infested with warbles.
(b) Occurring in the interior of the earth.
(c) Opening the bladder through the perineum.
(d) Endearing through the use of a diminutive term.
10. subsultus
(a) Below the sun.
(b) The assumption of an additional truth.
(c) The piling under foundations.
(d) Twitching or convulsive motion.

BREITWIESER VOCABULARY TEST
FORM B

1. name
 - (a) A variety of four-rowed barley.
 - (b) Having no covering.
 - (c) A term or word that designates a thing or idea.
 - (d) A stumping instrument.
2. acorn
 - (a) A mythological animal of Liberia.
 - (b) The fruit of the oak.
 - (c) Tenacity of study.
 - (d) One who ascends or elevates himself.
3. mountain
 - (a) An idea that few grasp.
 - (b) A boundary marker.
 - (c) A lofty elevation of earth or rock.
 - (d) One who ascends or elevates himself.
4. faithful
 - (a) Always swearing.
 - (b) True or trustworthy.
 - (c) Cheerful and happy for many reasons.
 - (d) An idler.
5. join
 - (a) To enjoy or make pleasant.
 - (b) A wooden block used as a key.
 - (c) A silly good-natured fellow.
 - (d) To set or bring together.
6. fig
 - (a) To fight fiercely.
 - (b) A small sweet pear-shaped fruit.
 - (c) A measure of wine.
 - (d) A penalty.
7. saint
 - (a) A straight street.
 - (b) A deceiver.
 - (b) A holy godly person.
 - (d) A white headed person.
8. scarf
 - (a) A strip of fabric or sash.
 - (b) A freshly healed wound.
 - (c) A small reddish flame.
 - (d) A boastful cowardly character.
9. cocoa
 - (a) The lump fish.
 - (b) The call of a parrot.
 - (c) Elated.
 - (d) Powdered seed-kernels of the cacao.
10. outlet
 - (a) To lie in the open or camp out.
 - (b) A passage or vent for escape or discharge.
 - (c) A confection of sugar and nuts.
 - (d) A chamber for artificial heating.

11. panic
(a) Many possessed by extreme, sudden fright.
(b) Sounds like the beating of pans.
(c) A confection of sugar and nuts.
(d) A small sauce-pan.
12. rose
(a) Long serial orders.
(b) Flowering plants with prickly stems.
(c) Piece of plaster attached to a ceiling.
(d) A string of beads.
13. plain
(a) Smooth level country.
(b) To slide down a hill.
(c) A copied article presented as original.
(d) An annoyance or vexation.
14. census
(a) The words used in public reprimands.
(b) A four-sided geometric figure.
(c) Settling an annuity upon a person.
(d) An official numbering of the people.
15. throw
(a) To hurl, cast or fling.
(b) A short handle.
(c) To stop by compression.
(d) To suffer agony.
16. heel
(a) To cover an injury.
(b) The back prominent part of the foot.
(c) A place of torment.
(d) A female terrapin.
17. kick
(a) A mill for grinding coarse food.
(b) A crack in the flesh or skin.
(c) A blow with the foot or feet.
(d) A sore on the hoof of a sheep.
18. drainage
(a) The materials floating on bogs.
(b) Resembling the fore part of a lion.
(c) The overcoming by means of threats.
(d) The act or process of drawing off water or other fluids.
19. council
(a) A deep gulch or water channel.
(b) To pull together with a rake or hoe.
(c) A pulpit or platform.
(d) An assembly of persons convened for consultation.
20. opera
(a) To put into action.
(b) Relating to snakes or serpents.
(c) A musical form of drama.
(d) A variety of green marble.

21. crown

- (a) To sign with the cross.
- (b) Repose with forks and crotches.
- (c) A decorative circlet or covering for the head.
- (d) A throbbing pain in the temple.

22. stump

- (a) Cross timbering or platform in a well.
- (b) To fill with a spongy mass.
- (c) To apply thought to a subject.
- (d) The part of a tree near the ground surface.

23. leaden

- (a) Heavy or composed of lead.
- (b) One who is easily influenced.
- (c) A layer or fold of fat.
- (d) A temporary rest or respite.

24. appendicitis

- (a) The addition to the end of a book.
- (b) A three-color theory of vision.
- (c) Inflammation of the vermiform appendix of the caecum.
- (d) A green colored caterpillar with black and gold spots that lives on yam leaves.

25. waltz

- (a) A large seal-like animal.
- (b) A thick piece of fat.
- (c) A round dance in triple time.
- (d) To roll about in the mud.

26. ligament

- (a) To raise to the surface.
- (b) To involve in legal entanglement.
- (c) Strong fibrous tissue binding a structure together.
- (d) A claim that must be paid.

27. mechanical

- (a) The application or use of physical forces and laws.
- (b) The flesh of vertebrate animals used as food.
- (c) To increase in size.
- (d) An adulteration.

28. wood

- (a) That which excites curiosity.
- (b) A place of habitation.
- (c) The hard part of the stem of a tree.
- (d) A throwing stick.

29. calling

- (a) The music of eloquence in epic poetry.
- (b) Having animals rendered insensible.
- (b) Speaking or shouting to command attention.
- (d) Making a long hood cloak.

30. pouch

- (a) A sullen resistance.
- (b) A small bag or sack.
- (c) The pointed toe of a shoe.
- (d) To pluck at.

31. wharf

- (a) A landing place for vessels.
- (b) The bark of a dog.
- (c) A fat foreigner.
- (d) To entice with flattery.

32. compartment

- (a) The way one acts or behaves.
- (b) One of the divisions of an enclosed space.
- (c) The report of a judicial inquiry.
- (d) A group gathering for gossip.

33. insect

- (a) A contemptible, mean, red-headed man.
- (b) A monomaniacal insanity.
- (c) A six legged anthropoid or small animal whose activities often are harmful.
- (d) A small individual with an immoderate appetite.

34. surpass

- (a) To go beyond in degree or amount.
- (b) A robe worn by the clergy.
- (c) A temporary roadway over an obstruction.
- (d) To wash the face with a medicinal solution.

35. slime

- (a) A clever deceitful trick.
- (b) Any soft semi-liquid substance.
- (c) A sled for coasting.
- (d) Of little importance.

36. chemistry

- (a) The ritual of the early Egyptian worship.
- (b) Science dealing with the constitution of matter.
- (c) The curd of milk without the butterfat.
- (d) The science of the flow of liquids.

37. circuit

- (a) To pass or travel round.
- (b) An exhibition.
- (c) A place where justice can be obtained.
- (d) An act of reasoning.

38. security

- (a) Freedom from danger.
- (b) A heart-shaped padlock.
- (c) A seat near an altar.
- (d) The state of being settled.

39. flounder

- (a) To ride in a boat.
- (b) To put a ruffle on a dress.
- (c) To lay on a floor.
- (d) To stumble or struggle.

40. spoon

- (a) A small bowl with handle.
- (b) A small wooden cylinder.
- (c) A short personal poem.
- (d) Spending money or small change.

41. irreligion

- (a) Without or opposed to religion.
- (b) To chew without swallowing.
- (c) Impatient or irritable behavior.
- (d) Making null or void.

42. sickle

- (a) To drive out dogs in a chase.
- (b) To increase fertility.
- (c) A dried botanical specimen.
- (d) A curved blade cutting tool.

43. modeling

- (a) Art of constructing in a clay or wax.
- (b) Careless, indifferent activity.
- (c) Grouping measures around a central group.
- (d) To dress stylishly or attractively.

44. prism

- (a) The prime or original fact.
- (b) A cell in which private confidential confessions are made.
- (c) A solid whose bases are similar, equal, parallel plane figures.
- (d) A monastic superior.

45. eventful

- (a) The closing part of a day.
- (b) Avoiding by artifice.
- (c) Characterized as noteworthy.
- (d) A muscle which turns outward.

46. beaker

- (a) A large wide-mouthed drinking cup or goblet.
- (b) A large piece of fat meat.
- (c) A light used as a guide.
- (d) A short haired hunting hound.

47. tenure

- (a) Holding possession of property or position.
- (b) Charges of neglect.
- (c) A pyramidal artificial mound.
- (d) A morbid act.

48. pole

- (a) A pungent disagreeable odor.
- (b) A game of cards with wagers on the value of hands.
- (c) Either of the extremities of the axis of a sphere.
- (d) A rod used for stirring the fire.

49. angle

- (a) To fish (a stream) with hook and line.
- (b) Awkward.
- (c) To be accused when innocent
- (d) To offer a bribe.

50. rasping

- (a) Grating or scraping.
- (b) A flying, corner buttress.
- (c) Intriguing or fascinating.
- (d) Pungent or intense odor.

51. taint

- (a) A tall rimless cap.
- (b) A trace of decay.
- (c) A difficult definition.
- (d) That which does not exist.

52. groin

- (a) Household supplies for the table.
- (b) The fold where the thigh joins the abdomen.
- (c) A thatcher's fork for straw.
- (d) To beat out grain.

53. rejoinder

- (a) An answer to a reply.
- (b) An expression of joy.
- (c) To protect against loss.
- (d) A second divorce.

54. methylene

- (a) Any decimal part of a meter.
- (b) Posterior part of breast bone.
- (c) Off spring of a quadroon and white person.
- (d) An organic radical CH_2 known in chemical combination.

55. contemporaneous

- (a) Expressions that anger.
- (b) The quality from which eminence springs.
- (c) Living or occurring at the same time.
- (d) Treating in the mean manner.

56. incineration

- (a) Reducing to ashes.
- (b) To scold or accuse.
- (c) The act of comprehension.
- (d) Deviating from a given direction.

57. bicker

- (a) A two year old sheep.
- (b) A basketry material.
- (c) To wrangle.
- (d) To wait.

58. germ

- (a) A rudimentary vital element.
- (b) A paralyzing vertigo.
- (c) One coming from North-Central Europe.
- (d) An essentially evil act.

59. articulator

- (a) One who puts things together properly.
- (b) An electric clock.
- (c) The active agent in vinegar.
- (d) One who makes bows.

60. urbanity

- (a) Rural, uncouth, crude.
- (b) Refined, elegant, city quality.
- (c) The quality of causing echoes.
- (d) The quality that causes students to repeat courses of study.

61. pseudo
(a) The foot or base.
(b) False or spurious.
(c) Pertaining to snake charming.
(d) Charming or attractive.
62. braille
(a) A point system of printing for the blind.
(b) Having no brakes on a railroad car.
(c) A secondary branch.
(d) The crow.
63. rhapsodic
(a) Entangled, enmeshed.
(b) A continuous flow.
(c) Over-enthusiastic, effusive.
(d) Tendency to move against water flow.
64. auroral
(a) A sainted halo or glow.
(b) Caused by the aurora borealis or northern lights.
(c) Affections of the ear.
(d) Yielding or containing gold.
65. delphinate
(a) A leather of the skin of the Dolphin.
(b) A salt of delphinic acid.
(c) The cross-rip pattern on water.
(d) An accusation of neglect of duty.
66. typhomalarial
(a) A destructive Asiatic storm.
(b) The material used to fill space in printed matter.
(c) Divinations by means of cheese.
(d) Combinations of typhoid and malarial infection.
67. patholysis
(a) The laying out of drives.
(b) The acting as a father.
(c) Diseased decomposition of living tissue.
(d) The searching for a former inventor or designer.
68. sextant
(a) A musical group of six.
(b) The doctrine of sex energy.
(c) The caretaker of a church.
(d) An instrument for measuring angles.
69. macroscopic
(a) Invisible to the naked eye.
(b) Visible to the naked eye.
(c) Given to cumbersome movements.
(d) Living over a hundred years.
70. stemosepalous
(a) Having narrow petals.
(b) Railroad signals.
(c) A covered face or veiled.
(d) An attitude like a stepmother.

71. zoogamy
(a) The glanders of the horse.
(b) The fear of failure.
(c) The ecstasy of delight in achievement.
(d) Turned to every side.
72. quaquaversal
(a) Subject to quarantine.
(b) An object that has a quantity.
(c) A complex quantity.
(d) Turned to every side.
73. ibex
(a) The diagonal of a cube.
(b) One who favors the union of Spain and Portugal.
(c) One of the wild goats.
(d) An edible lizard.
74. bluestocking
(a) Characteristic of a learned woman, affecting literary tastes.
(b) One who deceives by excessive writing.
(c) A fish with a green-blue tail.
(d) The practice of recording business transactions accurately.
75. tortuous
(a) Slow but persistent in movements.
(b) Causing a stinging sensation of the lips or mouth.
(c) Abounding in irregular bends.
(d) To walk unsteadily.
76. sough
(a) A feeding place for pigs.
(b) Soft sighing sound.
(c) A passage under a building.
(d) Stupefied with drink.
77. carommolette
(a) A game combining pool and bagatelle.
(b) The wild grape-vine.
(c) Any instrument that increases sensuous pleasure.
(d) The material of the philosopher's stone.
78. hippology
(a) The art of organizing clever sayings.
(b) The study of interior gross structures of the brain.
(c) Fire sacrifices.
(d) The study of the horse.
79. dispolin
(a) A polishing cloth.
(b) An alkaloid homologous with quinolin.
(c) A student who punishes for a teacher.
(d) A metal like aluminum.
80. alsophila
(a) A porous bottle for perfumes.
(b) A genus of tree-ferns mostly tropical having the sori naked on the veins.
(c) An intoxicating liquor flavored with alspice.
(d) A metallic flexible probe for cleansing wounds.

81. trindle

- (a) A small low bed.
- (b) Forked piece of wood or metal used in book binding.
- (c) Having three metrical units.
- (d) To play a series of tricks, to tease.

82. vesania

- (a) Mental derangement without coma or fever.
- (b) A fish ladder.
- (c) Liable to cause giddiness.
- (d) Slow and uncertain in movement.

83. logistic

- (a) The art of calculation.
- (b) The report of a journey.
- (c) Rational or reasonable.
- (d) A blistered skin.

84. embrocado

- (a) A stocade to protect from marauders.
- (b) a brittle mixture.
- (c) A pass or thrust formerly used in fencing.
- (d) To form into a brigade.

85. aam

- (a) A Mohammedan salute.
- (b) An insect eating animal of Persia.
- (c) A prayer rug.
- (d) A continental European measure of wine.

86. foxed

- (a) Covered with bandages.
- (b) Fowls forced to roost on the ground.
- (c) Liquids that discolor when cold.
- (d) Discolored by decay.

87. houghite

- (a) The ribbonwood of Otago.
- (b) An alteration product that is closely allied to hydrotalcite.
- (c) One who digs in clay soils.
- (d) A dastardly fellow.

88. lagnoto

- (a) A low moaning sound.
- (b) The bottom hoop of a barrel.
- (c) A convict serving or having served a term.
- (d) A medicinal plant yielding a resin.

89. gonic

- (a) Causing weakness or fainting.
- (b) Pertaining to pain in the groin.
- (c) Pertaining to generation, seed.
- (d) The facial or cranial angle.

90. epipleur

- (a) A plant growing non-parasitically on the body of another plant.
- (b) Living on the bark.
- (c) An upgrowth of the body wall in the amphixus.
- (d) A preoration.

91. pericline

- (a) The walls of a hydroid spore-sac.
- (b) An inexact description.
- (c) The point in the orbit nearest the sun.
- (d) One of the albites, a mineral.

92. ballottement

- (a) Act of casting a ballot.
- (b) Description or treatise on baths.
- (c) Movement of a loosely suspended body in a sac or cavity.
- (d) To make fragrant or aromatic.

93. diasporameter

- (a) A measuring instrument for lung expansion.
- (b) An apparatus for measuring light dispersion.
- (c) The modulating valve for a pipe organ.
- (d) An instrument for controlling the dilating action of the Heart.

94. agnostidae

- (a) A system of philosophy that denies the reality of sensation.
- (b) Small insects like ticks and lice.
- (c) An altar cloth in gold and red.
- (d) A family of Cambrian trilobites with head and tail-shields nearly equal and two intervening segments.

95. nievita

- (a) Same as white forget-me-not.
- (b) A very simple acting person.
- (c) A dance that excites the passions.
- (d) A place where insects deposit eggs.

96. ebb

- (a) To eat one's head off.
- (b) Causing or promoting quiet.
- (c) The tuber of a sedge.
- (d) To fish with a staked net.

97. hambergite

- (a) An acid by combining sulphuric and euanthic acid.
- (b) A highly colored hydrous aluminum silicate.
- (c) Gusty, changeable, uncertain.
- (d) A vitreous gray-white, transparent hydrous glucinum borate.

98. marcid

- (a) Acid or sour in taste.
- (b) Wasted or shrunken.
- (c) A low grade variety performer.
- (d) A bearded ape.

99. gaiassa

- (a) A high-stemmed lanteen-rigged vessel.
- (b) A gay informal dancer.
- (c) An entertainment hall or tent.
- (d) A baked dish of smoked fish and vegetables.

100. dakhma

- (a) A composition like hard rubber.
- (b) A receptacle for bones.
- (c) An official robe for priests.
- (d) A lid for a heavy pot.